

MENTOR TRAINING

Trainer Manual



PROGRAM ASSESSMENT

MENTOR RECRUITMENT

MATCH/RETENTION

Best Practices

EXECUTIVE SUMMARY

Aftercare for Indiana through Mentoring (AIM) has been in existence since 1999. The program was developed to fill an identified gap when working with juveniles at-risk and offenders. The program worked closely through community, state, and the university partnerships to foster a long-term self-sustaining program responding to the call to work with juvenile offenders.

In this quest to continually respond to the needs of the community and offenders a large portion of AIM's work has centered on researching, perfecting, and sharing modules of effective re-entry, mentoring and mentoring strategies to meet the needs of juveniles and community agencies. In an effort to share what we have learned and have tested overtime with other agencies engaged in the same work, AIM presents herein a comprehensive mentor training program. The training sessions will be on the design and implementation of effective mentoring strategies geared towards program administrators, managers, and staff of mentoring programs that serving juvenile offenders. All trainings are designed as stand-alone workshops that may be combined as part of a certification program. Please work with our staff to fine-tune a special program package that suits your company, organization, or facility today.

As AIM is a non-profit organization there is a minimal cost for each training session to offset the development and offering of each training session to the community and others in need of such training. We anticipate that the community, as in the past, will continue to support the work of AIM and the goal of helping juvenile offenders effectively transition to being healthy and productive citizens.

Joann Helfrich, JD
Executive Director

Table of Contents

AIM Mentor Training Package	1
Overview of Each Training	2
Understanding Mentoring	7
Best Practices of Mentoring	9
Mentoring Tips	12
Components of Effective Mentoring	12
Mentoring Policies	13
Mentor Code of Ethics	14
Ideas to Motivate Work with the Offender	15
Things to Remember	16
Recognizing Habits of Success & Destruction	17
Program Assessment: Best Practice Training	19
Context Exercise	22
Defining Program Assessment	23
Program Assessment: Measurement	25
Assessing Mentoring Programs Effectiveness with At-Risk Youth	28
Exercise 1.1	30
Logic Model	32
Exercise 1.2	35
Exercise 1.3	36
Program Assessment Handouts	38
Mentor Recruitment: Best Practice Training	48
Exercise 1	52
Strategies to Effectively Recruit Mentors	53
Making the Appropriate Match	56
Cultural Competence	58
Strategies for Effective Mentor Recruitment	60
Using Mentors as Recruitment Ambassadors	64
Mentor Recruitment Plan	67

Mentor Recruitment Handouts.....	71
Mentor Recruitment Exercises	75
Mentor Match and Retention: Best Practice Training	83
Context Exercise.....	86
Preparing Volunteers for Mentoring Experience	88
Making Appropriate Matches	92
Mentor Matching	95
Best Practice with At-Risk Offenders	96
Retaining Mentors	98
Other Aspects to Put in Place.....	101
Exercise	104
Resources	106

AIM MENTOR

TRAINING PACKAGE

This training package includes three training modules – *Program Assessment, Mentor Recruitment, and Match/Retention* of best practices.

- a two-day youth mentoring “**Program Assessment**” best practices training
- a one-day “**Mentor Recruitment**” best practices training and
- a one-day “**Match/Retention**” best practices training

Design and Implementation

- The training sessions will be on the design and implementation of effective mentoring programs.
- The sessions are geared to program administrators, managers, and staff of mentoring programs that serve juvenile offenders.
- All trainings will be designed as stand-alone workshops that may also be combined as part of a certification program.



Each training package includes:

- Power Points w/ notes embedded
- Pre- and post tests,
- Cited references for articles and
- Supplemental materials used in the development and/or as part of the training.

OVERVIEW OF EACH TRAINING OBJECTIVES

Program Assessment: Best Practice Training

Goal: Provide a two-day youth mentoring “**Program Assessment**” best practices training.

Targeted Audience: This training, designed for program managers and program administrators working with Juvenile offenders or the general community upon release will be offered six times each year, with up to 20 participants in each training session.

Objectives:

This best practice training is expected to:

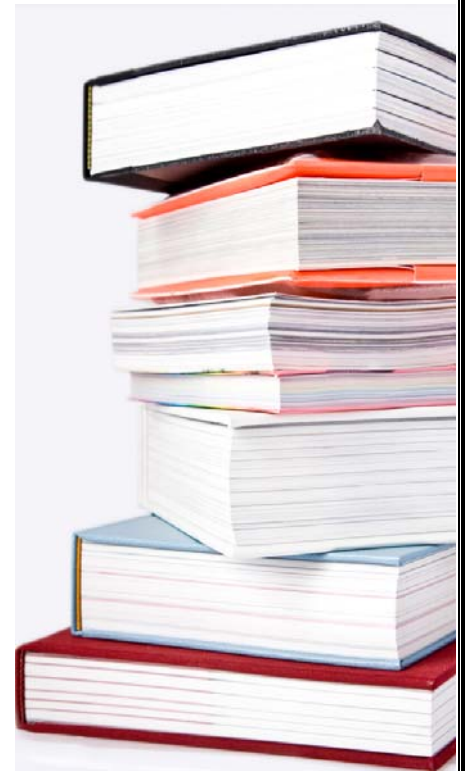
1. Provide a means for program administrators to assess their mentoring programs based on a framework of best practices.
2. Offer a self-assessment instrument based on covering all of the aspects of “best practice” mentoring programs.
3. Engage program administrators in a series of interactive activities to determine where their own program stands on each of the criteria for best practice

At the end of the training participants will have:

1. Developed a set of action steps to bring their own program to the standards of the identified best practices.
2. Used a portion of the training to focus on performance measurement
3. Assessed and developed a logic model identifying outputs and outcomes they are prepared to track based on guidelines of the OJJDP for mentoring programs
4. Developed strategies for data collection and analysis

Trainer Information ... Each training package includes:

- Power Point w/ noted embedded
- Pre- and post test,
- Cited references for articles and
- Supplemental materials used in the development and/or as part of the training.



Mentor Recruitment: Best Practice Training

Goal: Provide a one day youth mentoring “Mentor Recruitment” best practices training focusing on the development of a mentor recruitment strategy. Participants can learn and reuse the information exposed to immediately in their programs.

Targeted Audience: This training, designed for program managers and program administrators working with juvenile offenders or the general community.

Objectives:

This best practice training is expected to:

1. Provide a comprehensive presentation of the most recent research on recruiting volunteers and, in particular, recruiting mentors.
2. Educate on 4 key issues of 1) volunteering if asked by someone they know, 2) use of mentor recruitment ambassadors, 3) groups more likely to volunteer: baby boomers, members of faith community, college students, and high school students, and 4) changes in beliefs of same-sex and same match mentoring.

At the end of the training participants will:

1. Have been exposed to recent research by the Corporation for National and Community Service underscoring that people will volunteer if they are asked by someone they have an existing relationship with.
2. Have interacted in a series of hands-on activities to conceptualize the relevance of the new research on their own program; identify target audience and develop a strategy to recruit that audience through people they already know.
3. Have been exposed to recent research on use of Mentor Recruitment Ambassadors.
4. Have participated in a series of hands-on activities to develop specific approaches to create a network of mentor recruitment ambassadors their program.
5. Have learned about four groups of people -- baby boomers, members of the faith community in the neighborhoods where the youths are residing, college students, and high school students well-suited for the role of mentoring juvenile offenders
6. Have developed strategies to engage members of each of the four groups as mentors.
7. Learn of specific models to effectively engage college students in ways that serve the program and avoid disappoint with their apparent lack of commitment or long-term involvement.
8. Have been exposed to research evidence that underscores the contribution of same-sex and same-race matches to the development of effective mentor-mentee relationships.

9. Have explored challenges in the recruitment of male and minority mentors and issue of cultural competency in the case where women are mentoring boys and whites are mentoring nonwhites.
10. Have explored best practices for targeted recruitment of males and minorities and create a specific strategy for their own programs, based on the profile of their desired mentors.

Trainer Information ... Each training package includes:

- Power Point w/ notes embedded
- Pre- and post test,
- Cited references for articles and
- Supplemental materials used in the development and/or as part of the training.

Mentor Match & Retention: Best Practice Training

Goal: Provide a one-day youth training on “**Mentor Match & Retention**” best practices training.

Targeted Audience: This training, designed for program managers and program administrators, working with juvenile offenders.

Objectives:

This best practice training is expected to:

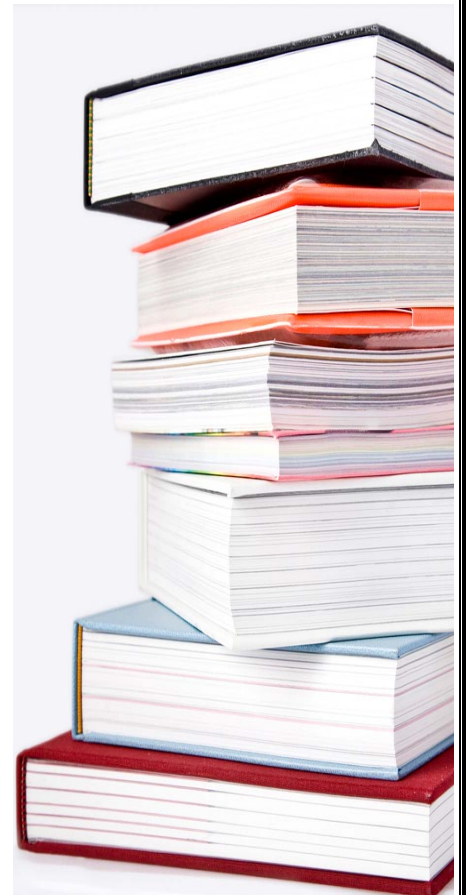
1. Provide in-depth coverage of three strategies – 1) effectively preparing the volunteers for their mentoring experience, 2) making appropriate matches between the mentors and the mentees, and 3) providing enough ongoing support for the mentors during their tenure with the program.
2. Educate and shift focus on model approaches from evidence-based mentoring programs
3. Offer interactive activities to work through difficult scenarios

At the end of the training participants will have:

1. Generated a list of the top ten reasons mentors drop out of their programs
2. Crafted a comprehensive strategy for mentor retention for each of the ten reasons identified
3. Developed ten approaches to implement upon their return to their program
4. Considered ways to incorporate opportunities for mentors and mentees prior to determining mentor-mentee matches, in group settings to increase the likelihood that the matches will turn into meaningful relationships.

Trainer Information ... Each training package includes:

- Power Point w/ notes embedded
- Pre- and post test,
- Cited references for articles and
- Supplemental materials used in the development and/or as part of the training.





MENTOR TRAINING

TRAINER MANUAL

Mentors assume the role of role models in guiding the offender

UNDERSTANDING MENTORING

Mentoring Juvenile offenders or adult offenders

Mentoring is a low risk task involving one person or constituency overseeing or validating the task of another person or constituency. AIM defines mentoring as “a supportive relationship between a youth and an adult that offers guidance and concrete assistance as the individual goes through a difficult period, enters a new area of experience, takes on important tasks or corrects an earlier problem behavior” (AIM Mentor Training, p.3). The mentor assumes the role of role model and guides the offender in assessing and matching their strengths, talents, decisions, and problem solving skills using themselves as guides to community resources. They also do this while validating, encouraging, and serving as caring and responsible pro-social adults.

Research continues to suggest that for offenders in and outside the facility, who have lacked the appropriate ‘know-how’ to be law abiding citizens, having someone to guide them and appropriately implement mentoring programs work as a good best practice model (Rhodes, 2005). There are often two types of mentoring programs school and community based. They both have their benefits depending upon which aspect of the offender needs more influence. By this we mean that there are times some young offenders that are motivated to succeed in school do better with school based mentoring others that need more behavior change to better operate within the community rely more on community based mentors for them to succeed effectively. The benefits of both programs however, are far less expensive than re-incarcerating or detaining

the offender in a prison or detention system. We know mentoring works from our work and that of others assessing the isolated effective of mentoring through multi-dimensional programs throughout the United States.

Aftercare for Indiana through Mentoring (AIM) is an evidence-based program based in Indianapolis. For the year 1997, all youths leaving the Plainfield Juvenile Correctional Facility and returning to the Indianapolis metropolitan area were randomly assigned to one of three conditions 1) those who received pre-release preparation through AIM and were assigned a mentor to work with them after their release; 2) those who received pre-release preparation through AIM, but were not assigned a mentor to work with them after their release; and 3) those who did not participate in any way with AIM. After the first 4 years following release after 12 months, offender assigned to a mentor and worked closely with their mentors only 13% returned to detention or incarceration after 48 months only 28% returned to detention or incarceration.

Sources on Mentoring to Explore

Bauldry, S. (2006). Positive support: Mentoring and depression among high-risk youth.

Philadelphia: Public/Private Ventures.

DuBois, D.L., Holloway, B.E., Valentine, J.C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30, 157-197.

Rhodes, J.E. (2005). A model of youth mentoring. In David L. DuBois and Michael J. Karcher (Eds.). *Handbook of Youth Mentoring*, pp. 30-43. Thousand Oaks, CA: Sage Publications.

BEST PRACTICES OF MENTORING

Goal: Provide an avenue for solid relationships with frequent interaction where mentees can get support, advice, and guidance to improve behavior.

Best Practices

Jerry Sherk's Best Practice program guide summaries 7 essential practices to make mentoring experiences with offenders work best.

Best Practice #1: Quality mentoring programs are properly funded and staffed

Best Practice #2: Quality mentoring programs have passionate, committed people in leadership

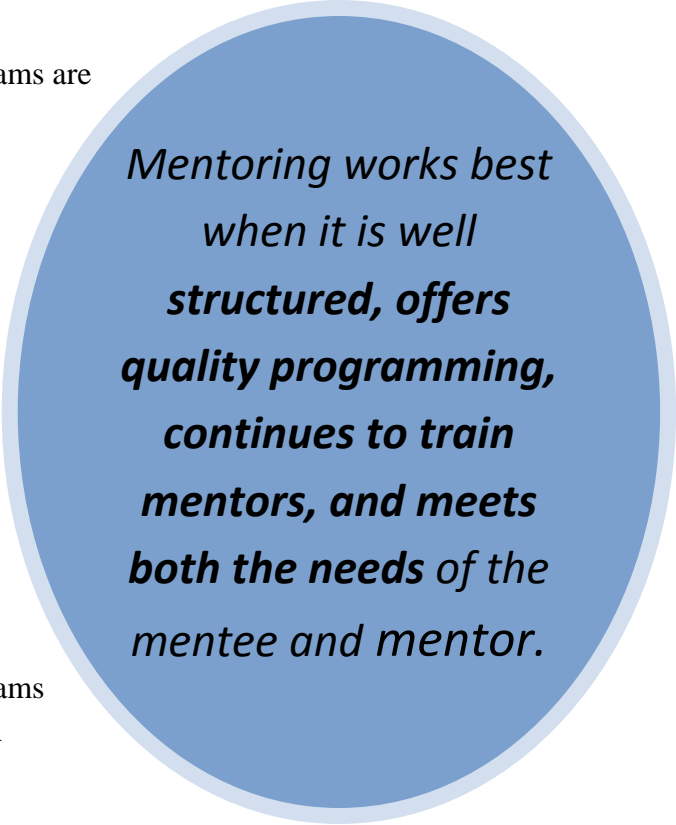
Best Practice #3: Quality mentoring programs have a clearly defined mission and goal that remain in focus for the duration of the program

Best Practice #4: Quality mentoring programs develop community partnerships and networking relationships.

Best Practice #5: Quality mentoring programs provide meaningful, on-going contract with mentors and supervisors

Best Practice #6: Quality mentoring programs are remarkable and noticeable. They capitalize on unique marketing concepts.

Best Practice #7: Quality mentoring programs screen, train, and support mentors



Mentoring works best when it is well structured, offers quality programming, continues to train mentors, and meets both the needs of the mentee and mentor.

Best Practice #1: Quality mentoring programs are properly funded and staffed

- Programs have the money, personnel, and other resources to meet program demands, now and into the future

- A qualified administrative staff, including a human relationships expert
- The staff is not overly stretched in responsibilities
- Start small, building a solid foundation
- Have a strong staff to mentor/mentee ratio. A suggestion is a 1:30 or a maximum of one mentor to 50 mentees
- Recruit and nurture staff. Show appreciation
- Allot resources for background checks, celebrations, field trips etc.
- Create a sustainability plan so mentees are not abandoned because of financial failures.

Best Practice #2: Quality mentoring programs have passionate, committed people in leadership

- Program managers should not just be looking for a stepping stone on to a better position
- Program managers should believe in mentoring and are able to convey its benefits
- Program managers should be role models of mentoring
- Program managers should participate in on-going education. This is important because mentoring is a field where new information is continually emerging

Best Practice #3: Quality mentoring programs have a clearly defined mission and goal that remain in focus for the duration of the program

- Mission and goals should be considered during all phases of the mentoring program – from creation to evaluation and termination
- Specific outcomes should be included in goals and objectives. The goals should be MAPS goals. Measurable, Attainable, Positive, & Specific (not abstract) (Chang, Scott, & Decker, 2009).
- Consistent data collection
- Consistent emphasis of the mission to help participations to feel cared for and secure.

Best Practice #4: Quality mentoring programs develop community partnerships and networking relationships.

- Partnerships could include schools and/or its workers, non-profits, religious organizations, businesses, social clubs, corporations, special interest groups, philanthropic groups, and school based entities like universities.
- Develop partnerships to foster support for your program
- Ease the burden of program managers and their duties by building effective partnerships by networking with community and other community mentoring programs with an attitude of cooperation

Best Practice #5: Quality mentoring programs provide meaningful, on-going contract with mentors and supervisors

- Develop the kind of relationship with mentors that you want them to have with the mentees – model the behavior you want to see
- Include initial and on-going training for the mentors. The stronger the training, the more likely the mentor is to remain a faithful part of the program
- Include consistent monitoring, supervision, and support of the match
- Contact between groups to monitor and assess could be individuals, group, or a combination

Best Practice #6: Quality mentoring programs are remarkable and noticeable. They capitalize on unique marketing concepts.

Mentoring program must

- Offer basic elements of best practice as outlined here
- Offer something exciting and new like re-entry, sports, career, business development, etc.
- Provide help and support to those who need it
- Have staff who believe in the mission and be passionate about what they do
- Offer incentives – use creativity

Best Practice #7: Quality mentoring programs screen, train, and support mentors

- Screen both mentor and mentee. Mentors should be committed individuals who will be an active member of the life of the mentee
- Do not engage in trafficking - writing letters, accepting behavior, over-promising or parenting
- Make sure that both sides know what to expect and what is expected of them.
- Offer a structured training program to allow for the mentor to get benefit and don't feel as if they are wasting time.
- Offer support to let them feel as if there is someone to call if they are in need



MENTORING TIPS

Adapted from AIM Mentor Training Manual pp.17-20

COMPONENTS OF EFFECTIVE MENTORING

1. Value the offender as a human being
2. Steer the offender away from anti-social activities and behavior or aspects of failure
3. Model competent and pro-social behavior
4. Suggest community resources regarding education, employment, housing, health and mental health care, transportation, loans, money, family, intimate relationships, life
5. Understand the offender's reluctance to trust easily and test boundaries
6. Take time to establish and maintain trust
7. Know your purpose in the program as a resource and remember it will be unidirectional at first. You are not a counselor and realize that not all offenders can be reached.
8. Identify offender interest, take it seriously, and nurture it
9. Do not force disclosure of private information – recognize that the progress is slow
10. Offer constant reassurance and encourage success especially in small incremental steps
11. Listen empathetically and non-judgmentally when offender reveals disturbing material and refrain from lecturing
12. Respect offender's desire to have fun and encourage their participation in making decisions about their peer's activities and the nature of their communication
13. Offer help to solve problems on the offender's terms; negotiate with the offender until both are mutually satisfied
14. Provide opportunities to explore life beyond the immediate neighborhood or what they already know
15. Attempt to relate to the offender's experiences
16. Limit involvement with the offender's family by staying out of family disputes, selecting interactions with them, and not allowing the family to shape the mentor-mentee relationship. You cannot change the offender's home situation.
17. Do not attempt to replace the parent or guardian or take sides and lose integrity
18. Do not be overbearing and represent yourself as an authority figure
19. Do not expect miracles or be insincere about your involvement to assist the mentor
20. Listen, respect, facilitate, trust, teach, nurture, be a friend, and use your life experience and practical wisdom to inspire the offender to dream realistically and make something positive of themselves – the right way.



MENTORING POLICIES

Every mentor is expected to abide by the following policies established by the program:

1. Follow through on time commitment to the program each week. This includes any in-person contact, report writing, advocacy on behalf of the offender and any time spent working with other program staff
2. Keep the communication with the offender confidential in so far as the law allows. Confidentiality is crucial to building trust with the youth. Follow your specific program guidelines on confidentiality.
3. Exhibit behavior that is respectful and will not make any comments that can be construed as racist, sexist, bigoted, or mean-spirited.
4. Always treat the offender's parents/guardians with respect and refrain from criticizing or making negative comments about the offender to them or in front of them.
5. Support the program staff, DOC staff and personnel, parole officers and other affiliates of the offender in their transition. Treat these persons with respect and refrain from criticizing or making negative comments about the offender to them or in front of them.

Mentors are forbidden to:

- Condone, promote or engage in any illegal activities with the offender. These offenders should not be engaging in activities that are not of a pro-social nature and do not assist them in changing old and anti-social behaviors. I.e. driving without a license
- Engage in gift-giving or loaning money to the offender. Although the urge may be great to help the offenders through monetary means, the mentor should keep relationships on a professional level at all times. Seek the program managers for guidance when needed on such issues for a policy to be established.
- Engage in intimate relationships with the offender. Although relationships may become close it should never become intimate jeopardizing the mentor-mentee relationship and harming the communication pattern of the professional. The mentor should remember that their role is first-and-foremost that of a mentor.



MENTOR CODE OF ETHICS

The mentor code of ethics stipulates the behavior and conduct of all mentors who have agreed to work with the offender under the guidelines of the stipulated programs.

Therefore all mentors must:

1. Uphold commitments to the program and its participants
2. Believe that every offender regardless of previous circumstances has the potential to achieve excellence and that they will succeed
3. Believe that every offender is a unique, special persons possessing qualities that contribute to the community
4. Respect the feelings and rights of the youth and treat all matters in a confidential manner – even the most obvious.
5. Remain aware that your goal must be to encourage and support the young person in a responsible manner so that he/she will be independent of his/her need for service
6. Recognize the value of caring but refrain from an intense relationship that will interfere with your effectiveness
7. Recognize communicating with correctional facility staff and program staff is both valuable and an integral part of your obligation to the youth(s) you assist.
8. Recognize your limitations and make appropriate requests for assistance to the correctional facility staff and/or program staff members
9. Be cautious about personal relationships outside the helping relationship.
10. Maintain high standards for yourself and encourage the offender whom you assist to do the same and strive for excellence.
11. Learn about the offender's community, family, and environment and how to help up when they stumble by continually educating yourself so that you can better assist the offender.
12. Learn how to be the support the offender needs when no one else believes in them.



IDEAS TO MOTIVATE WORK WITH THE OFFENDER

Activities you can do to teach money management

- Talk about balancing a checkbook
- Talk about living within one's means
- Talk about credit card benefits, limitations, and challenges
- Talk about planning effective work a week worth of means
- Create a grocery list for a week and go to the store and do the prices check first
- Talk about budgeting for life – children included

Activities you can do to encourage employment

- Give a tour of your current job
- Talk about your very first job
- Talk about planning for your career
- Take tours of friends' jobs
- Work on a resume or curriculum vitae
- Talk about dressing for success within budget
- Do a pretend job interview
- Discuss job etiquette
- Find a summer job
- Talk about balancing life, work, and fun

Activities you can do to spend leisure time with a mentee

- Make a dinner together
- Teach them how to cook and provide them with recipes
- Go out for an economical meal
- Make popcorn and talk
- Go to a movie
- Go to a concert, museum, or symposium
- Play basketball, baseball or go to a basketball, baseball, soccer, or tennis game
- Just hang out and talk about life and what it means to be an adult
- Discuss difficulties you experience as a adult and how you manage them
- Go for a walk
- Go bowling, roller-skating, ice-skating

THINGS TO REMEMBER

There will be aspects of **manipulation** therefore know and follow the procedures of your organization, Learn how to say 'no', be firm and consistent and always consult staff when in doubt before making a commitment. Avoid the word 'maybe' state 'yes' or 'no', firmly.

Always remember to **listen** to what the juvenile has to say. Remember to follow through what you invest your energies in paying attention to is what the juvenile will see as what you value the most. **Teach and model positive behavior, attitudes, and thinking** at all times. Be **consistent with behavior correction** at all times. Value and learn about their development as this and their peer group influences their growth, change, and **belief in their own success** and competence.

Handouts to guide your Cognitive process in working with offenders and mentoring

- Guide to making effective referrals for community based services
- Positive Youth Development
- Life Prepping (Mel Levine, 2005).
- Building Relationships: A Guide for new mentors, 2001. OJJDP

RECOGNIZING HABITS OF SUCCESS & DESTRUCTION

Sean Covey's 7 Habits of Highly Effective Teens (1998)

As we get ready to prepare the mentor to work with the mentee it is crucial to have a couple of guiding principles that one can use everyday to keep behaviors in check and to validate when the mentee is on the right path to success. This is true especially when success is hard to quantify and measure and the mentor is looking for validating in day-to-day activities, interactions, and thinking processes. For this we suggest the use of Sean' Covey's 7 Habits of highly effective teens. This book takes his dad's principles of tips for highly effectively people and offers it as a tool to teens so they can master their own lives.

Defining Habits

Habits are things we do over and over again and then it becomes a part of who we are when we define ourselves to others.

7 Habits of Effective Teens

Habit 1: Be Proactive: Take responsibility for your life.

Habit 2: Begin with the End in Mind: Define your mission and goals in life.

Habit 3: Put First Things First: Prioritize, and do the most important things first.

Habit 4: Think-Win-Win: Have an 'everyone-can-win' attitude

Habit 5: Seek first to understand, then to be understood: Listen to people sincerely

Habit 6: Synergize: Work together to achieve more.

Habit 7: Sharpen the Saw: Renew yourself regularly

7 Habits of Defective Teens

Habit 1: React: -Blame others for your problems and yell back

Habit 2: Begin with no end in mind - Avoid goals at all cost

Habit 3: Put first things last – Make sure that things that don't matter come first

Habit 4: Think Win Lose – view life as competition

Habit 5: Seek first to talk, and then pretend to listen – Always express your side

Habit 6: Don't cooperate – You always have the best ideas. Team work is overrated

Habit 7: Wear yourself out - So busy with life you never take time to learn study, renew yourself

The change occurs with small incremental “baby step” until the end has been achieved. This process is supported with ongoing encouragement the specifically identifies what the teen is being complemented on so that they are aware of what the need to continue doing. Behaviors and activities that do not get rewards are often discontinued. However, there are some behaviors and attitudes that need to be pointed out before they are deemed as unwanted. Therefore the mentor must constantly strike a balance in discussions about what they appreciate the teen doing and compare it to a behavior and attitude that is unwanted as it does not foster the long term goal.

As we discuss the idea of long-term goal it is imperative to create stakes in society. This is where the idea of stakeholders comes from. Juveniles must understand that without a goal there is no purpose to life. So they must develop a list of the things they want to achieve even if at first they seem as if they have no purpose. Once they finish drafting them work with them to put timeframes to them to create a plan of action that would guide their lives. It is through this plan that the 7 habits can be seen to be effective.



Program Assessment

Best Practice Training



PROGRAM ASSESSMENT: BEST PRACTICE TRAINING

Goal: Provide a two-day youth mentoring “**Program Assessment**” best practices training.

Targeted Audience: This training, designed for program managers and program administrators working with Juvenile offenders or the general community upon release will be offered six times each year, with up to 20 participants in each training session.

Objectives:

This best practice training is expected to:

1. Provide a means for program administrators to assess their mentoring programs based on a framework of best practices.
2. Offer a self-assessment instrument based on covering all of the aspects of “best practice” mentoring programs.
3. Engage program administrators in a series of interactive activities to determine where their own program stands on each of the criteria for best practice

At the end of the training participants will have:

1. Developed a set of action steps to bring their own program to the standards of the identified best practices.
2. Used a portion of the training to focus on performance measurement
3. Assessed and developed a logic model identifying outputs and outcomes they are prepared to track based on guidelines of the OJJDP for mentoring programs
4. Developed strategies for data collection and analysis

Trainer Information ... Each training package includes:

- Power Point w/ notes embedded
- Pre- and post test,
- Cited references for articles and
- Supplemental materials used in the development and/or as part of the training.



PROGRAM ASSESSMENT

PART 1

- 1. Learning how to evaluate our own success**
- 2. Defining Program Assessment**
- 3. Presentation of framework of Best Practice**
- 4. Exercise 1.1**
 - a. Evaluating current mentoring program to meet best practice criteria;
 - b. Developing action steps to bring your own program to the standards of the identified best practices

CONTEXT EXERCISE

~ Begin this session with an icebreaker ~

Items needed for exercise:

- 2 Pks post it notes (any size)
- 1 Pk of 50 (6,9, or 12 oz) disposable cups,
- 12 markers
- 1 doz pens or pencils

Description of Icebreaker

Overview: Creating a context for program assessment by understanding ourselves

Exercise:

- Pair up in groups of 4-6 depending upon size
- Think about all the things you know and where you learned it or learned that it was important. Such as things about life, how to live, sex, school, money, rules, relationships, parenting, eating, drinking, working, planning, leading etc.)
- Then take 6 cups per group. On each cup, using the markers provided, write the name of at least 6 of the things you want to explore as a group.
- Then jot down, each on a separate post-it note, what helped each of you to assess whether it was right, wrong, good, bad, relevant, irrelevant, etc. (i.e trial and error, parents, research, etc.)
- See how many different bins you use to store, sort, and assess information on a daily basis about yourselves to develop your best practice guide for living
- You have 20 minutes for this exercise - Display your cups
- Discussion – Analogous to program assessment

Goal of Icebreaker

The goal of the icebreaker is to get the audience to realize all the information the categories of information they use to determine best practice and how they gather and filter that information on a day-to-day basis to determine relevance. After at least 20 minutes, they may ask for more time but give them only 2-5 minutes more at best. Discuss this with them.

Questions to ask:

1. What was the process like for you? Esp. in coming up with the categories.
2. Describe what it was like mentally to think about the way you think and sort information.
3. What was most difficult or most rewarding?
4. Did your colleagues have the same process or methods as yours?
5. Did you think you were strange in the group because of how you assessed what was relevant or right for you?
6. How often do you do an exercise like this for yourself to better teach others or for each of the programs you conduct to determine effectiveness?
7. What else did you learn?
8. What can you take away from this situation in regards to program assessment?

DEFINING PROGRAM ASSESSMENT

Despite many programs around, there are few that are actively involved in program assessment. They often simply offer programs until the funds run out despite their quality or impact.

However, when done properly, program assessment offers the program administrators the opportunity to look at goal achievement, assess if the activities being carried out daily help to meet the goals, outcomes being produced, impact made to the target audience and next steps if the program is being successful or not. Based on this the decision to continue, replicate, or terminate the program.

Program Assessment is a way for you to evaluate a program for:

- Goal Achievement
- Activity Relevance to goal
- Outputs/Outcomes
- Impacts
- And next steps
- Continuance, Replication, OR Termination

Defining Program Assessment

Besides just doing the basics of assess, continue, replicate, and terminate, program assessment helps to effectively evaluate what is being contributed (inputs) and what is being

produced (outputs/outcomes). These are what help to assess if goals and objectives are being met and if the program is sustainable. It assesses how program goals and objectives are being met. Program Assessment is one of most important aspects of program sustainability. It provides a rubric or matrix (See Table 1 below) that points to areas of strength and areas which require enhancement.

Miller and Olds offer a Matrix to guide the work of Program Assessment. They suggest that program administrators examine goals, performance criteria, implementation, evaluation methods, timeframe, and feedback -- similar to the models and handouts offered by the Kellogg Foundation in this manual. Each category has two or three questions to guide the thinking and organizing of program details by program administrators.

Table 1. Program Assessment Matrix (*adapted from Miller & Olds, 2002*)

Goals	What are the goals of the program? How do they complement the organization expectation?
Performance Criteria	How will we know the objectives have been met? What level of performance meets each objective?
Implementation Strategies	How will the objectives be met? What program activities will help to meet each objective?
Evaluation Methods	What assessment methods will we use to collect data? How will we interpret and evaluate the data?
Time Frame	When will we measure?
Feedback	Who needs to know the results? How can we prove that the objectives have been met? What can be done to improve the program and current assessment process?

Why program assessment is a challenging question. This is simply because for those that do it and do it well and often, they cannot see offering a program without adequate assessment. For others that do not yet conduct assessment it is an added burden of work with no end – as the

The process of assessment provides an opportunity to study the characteristics of a program and the objectives involved in meeting frequency guidelines.

work begins before, during, and after the program has been completed. However, program assessment allows program administrators the luxury of knowing what is working in their program, whether the program is meeting the need for which it was developed, and opportunities to improve effectiveness, program opportunities, satisfaction, and determine early and long-term impact. This inevitably increase program offerings and in many cases larger and more funding

pools.

The process of program assessment also provides an opportunity to study the characteristics of a program and the objectives involved in meeting frequency guidelines. It also entails assessment of the program's perceived effectiveness, purpose, opportunities and where needed aspects of promotion and satisfaction associated with overall organizational commitment. The ultimate goal of program assessment with mentoring programs is to incur fewer intentions to quit and stronger satisfaction and commitment with the mentor.

PROGRAM ASSESSMENT: MEASUREMENT

Measurement is a formal technique for recording our daily observations in practice, and determining what needs to be amended to do it better. Bloom, Fischer, & Orme (2003) in their book evaluating practice suggest that prior to developing any intervention program for a targeted audience such as a mentoring program they must first...

- decide whether a problem exist,
- determine when it is appropriate to modify an intervention,
- determine when terminating an intervention can resolve a problem, and
- determine whether the severity of the problem can be addressed with the proposed intervention

Therefore we must know that the work we do is working, beneficial, and relevant to the targeted audience. To do this we much measure. The process of measuring and evaluating, by assigning

specific values to aspects of an intervention and ascertaining their effectiveness, is generally referred to as program assessment.

Measurement

There are 4 different levels of measurement – nominal, ordinal, interval, and ratio level measurement. What each level does is it gives the program assessor categories for which to collect and assess data. For instance **nominal level** measurement characterizes differences between quality or mutually exclusive categories. For instance one can only be male or female but not a little of each or a person can be an offender or not at an offender at any given time and different values are assigned to each person's roles. An example is circle 1 = offender 2= ex-offender 3= not an offender.

With the same token a program assessor can also use **ordinal level** measurement. This level of measurement measures the same information as the nominal level measurement but also gathers information on the amount of the variation between the different values or categories. This means that the information is rank ordered. These are common in satisfaction or behavior change assessments. An example of behavior change, for instance anger, would be 1= almost never gets angry, 2= gets angry some times (once per month), 3= gets angry occasionally (once per week), 4= gets angry most of the time (twice per day). Assessing the change of behavior weekly in terms of arguments with a 4 two weeks in a row and a 3 the following week and then a 2 the next week after enrolling in an anger management course may show improvement. This improvement may be attributed or influenced by the anger management class. A challenge with this type of data however, is that a change from one to the other is not always equal and thus the actual amount is hard to ascertain but only change can be observed.

The third level of measurement is interval. **Interval level** measurement is very similar to ordinal level but the change from category to the other can be measured in numbers or “how much” as the intervals are equal. For instance if there is a category between 0 and 1, the difference is the same between 30 and 31. However, the zero does not mean the absence of a characteristic; for instance absence of depression or decision making skills but in the ratio level 0 means the absence of.

The fourth level of measurement is ratio level. **Ratio level** measurement is similar to interval but the zero point means the full absence of a characteristic and is often measured in the number of times i.e. hospitalized, incarcerated, arrested, convicted etc.

First Steps in Measurement

The first step in measurement is defining. We must define what it is we are attempting to measure so that we will know that it is that which we have measured. Coming up with an

operational definition is essential. This is assigns meaning to a concept and offering a “working definition”.

Relevance to Intervention Planning

The most basic reason for measuring client targets is to improve client outcomes. Accurate measurement is not an end in and of itself. The ultimate consideration in selecting a measure is how useful it will be to the success of the intervention. Therefore, the extent to which a measure increases the changes that a client problem will be resolved should be considered an important criterion for the selection and use of a measure. In the selection of a measure you might ask yourself the following questions to determine how a measure facilitates intervention decisions:

- 1) Does the measure help in deciding whether a client has a particular problem or the extent to which the problem exists?
- 2) Does the measure help in deciding what may be affecting or maintaining the problem?
- 3) Does the measure help in selecting the most effective intervention strategy?
- 4) Does the measure help in deciding whether a target is improving or deteriorating, so that any necessary modification in the intervention plan can be undertaken?

In most cases a single measure won't meet all of these criteria, but a measure should meet at least one of these needs or its use in practice would be hard to justify. (Bloom, Fischer, & Orme 2003, p.84).

Mentoring Programs/Best Practice – Program Assessment

As we move from the basics of understanding just program assessment, program administrators must understand that when working with offenders in mentoring programs, every day there is a need for adjustments. This is simply because offenders change according to the society and economy and the circumstance of which they come from. Therefore in any program assessment process program administrators must set criteria for assessment with an operational definition to guide their work. This is the only way they will know if they are making an impact to the target audience. Second, if the program itself lacks clear criteria for assessment use those of best practice models especially those defined by experts in the field. The OJJDP website is a good source of what works using the model program guide.

Suggestion to program administrators in assessment:

- Important for mentoring programs to have a criteria of assessment

- Assessment must be guided by current standards of what is “Best Practice”
- Best Practice – criteria defined by experts in the field

ASSESSING MENTORING PROGRAMS EFFECTIVENESS WITH AT-RISK YOUTH

For working with offenders and developing effective and long-lasting mentoring programs the Rockerfeller Foundation, (2002) set out the following program ideas of best practice.

1. When working with at-risk youth their success is contingent on one-on-one sessions with a case manager working with them for at least one to two years building a relationship. They are more likely to stick to such change if they have invested substantial time during incarceration or detention
2. The goal is really about helping the youth in the mentoring program to change his thinking process and thereby make changes in the behavior therefore cognitive behavioral approaches help to get at the root causes of unhealthy mentality and explores self, life, identity, and self-esteem issues among others.
3. Assessments should do more than determine when and if the youth will make more mistakes, It provides a look into who the person is and what services need to be provided to help them success effectively
4. No quick fixes. It took a while for them to learn and act the way they do so time must be invested to undo this process. Most effective programs invest at least 18 months with a youth through in and out of detention services. Recognize also that there will be set backs and these are the times the youth will need you the most
5. When working with at-risk youths, past graduates work well as mentors.
6. Case management for each youth is imperative to their success and progress. It helps them develop life plans, assess needs, and attain the resources they need to see their plans to fruition. Small case loads are important to make these work well – ideal 15. C this number may vary if you are in the actual prison system as case loads are much higher. Case management must include: Risk and Needs Assessment, Life Plan development, contact with each youth, 2x weekly contact, brokering of services, weekly update of case files, regular stakeholder conference, and submission of monthly reports. Again if you are in the actual prison or juvenile system this may not work as an exact model.

7. Expectations and need for partners must always be stated clearly because having strong and reliable system partners are what help to make the transition for the youth viable.
8. Services from all entities in the youth's life must be a part of helping them transition. Inclusive of: mentoring, transportation, housing, employability training, job placement, drug treatment, mental health therapy, education assistance, etc. MOUs between agencies and collaborative partners are recommended.
9. Despite looking like they are the same as other youth, most at-risk youth have to deal with the history of their own families and the challenges of being disadvantaged. It is important to understand their culture even if that is hip hop and gangster life.
10. Best summed up "youth rise and fall to the level expected of them" (p.15). Mentors must see the youth for who they are and believe in them for them to succeed, regardless of circumstances.

We have now come to the end of part 1 of the programs assessment component. Spend some time putting into practice what was covered and see how it fits with your current mentoring program or the program you want to implement upon completion of this training. Please be sure to be honest with yourselves in making this process work. If you cheat the critical thinking and work process now, it may mean that you have to go back to the drawing board again and do this same work over to affect the change and bring the impact you want to your target clientele.

EXERCISE 1.1

A- Spend 20 minutes using the framework of best practice to assess what is working well and needs improvement with your mentoring program

B – Spend the next 20 minutes drafting at least 3 action steps for each aspect that needs improvement to bring your own mentor program to the standards of the identified best practices

C- Spend 20 minutes sharing with 2 persons to assess

The purpose of this exercise is to the participant active and engaged. We are most motivated to succeed and determine what has been gained if we are doing something that relates to us and what we do. Encourage persons from the same or similar organizations implementing similar projects to work together and brainstorm. Be open for questions to guide their work. Spend at least 5 minutes at each table reaffirming what they are doing, their discussions, and their thinking and rationale process. This will push enthusiasm and show your interest in their own success.

Once they are finished only ask the groups that want to share to do so.

Questions to guide the review:

- 1) What did they like about the process?
- 2) How was the process of assessing each other's work?
- 3) How effective was the information and process for them?
- 4) What will they implement upon their return to their agencies?
- 5) Any general observations about difficulties or successes? General comments

Do not force all groups or members to participate. When they have to do a similar presentation again, ask those that did not share the first time around to do so then.



PART 2

1. **Logic Model**

- a. What is a logic model?
- b. Key components of a Logic Model

2. **Review of the OJJDP Mentoring Logic Model**

- a. Exercise 1.2
 - i. Assess and develop a logic model identifying outputs and outcomes prepared to track based on guidelines of the OJJDP for mentoring programs

3. **Data Collection and Analysis**

- a. Exercise 1.3
 - i. Develop strategies for data collection and analysis

WHAT IS A LOGIC MODEL FOR PROGRAM ASSESSMENT?

A logic model is simply a model for assessing everything that is put in and produced from a program. It allows you to think in the future based on the present. It looks at resources, activities, outputs, outcomes, and impact over time.

Defining Logic Model

Logic model is ...

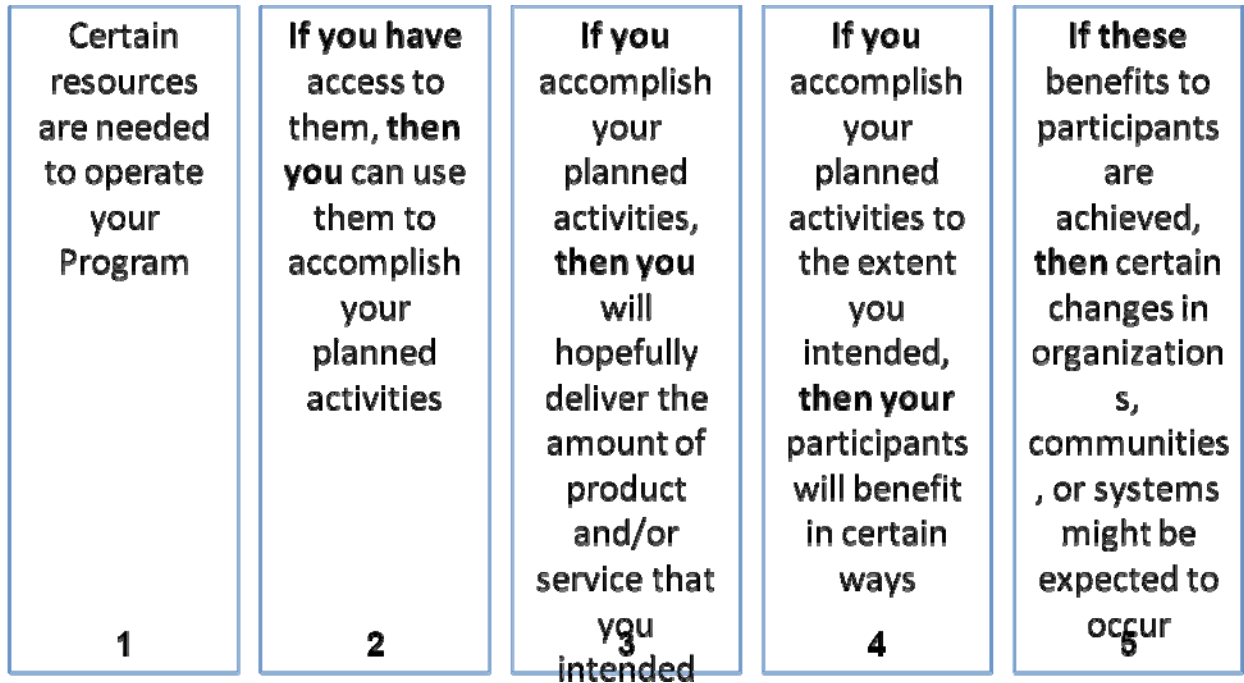
A systematic and visual way (using words & pictures) to present and describe a sequence of activities and their relationship to the program's resources, activity plan, outputs, outcomes, and impact to affect a desired change and result.

Key Components of a Logic Model	
Resources –	What you have (inputs)
Activity plan –	What you will do with resources
Outputs –	Products from program
Outcomes –	Specific changes expected short-term (during project) and long-term (at least 1- 10 years after the program)
Impact –	Change expected to occur within the next 7-10 years based on your project's performance

Planned Work * Intended Results***

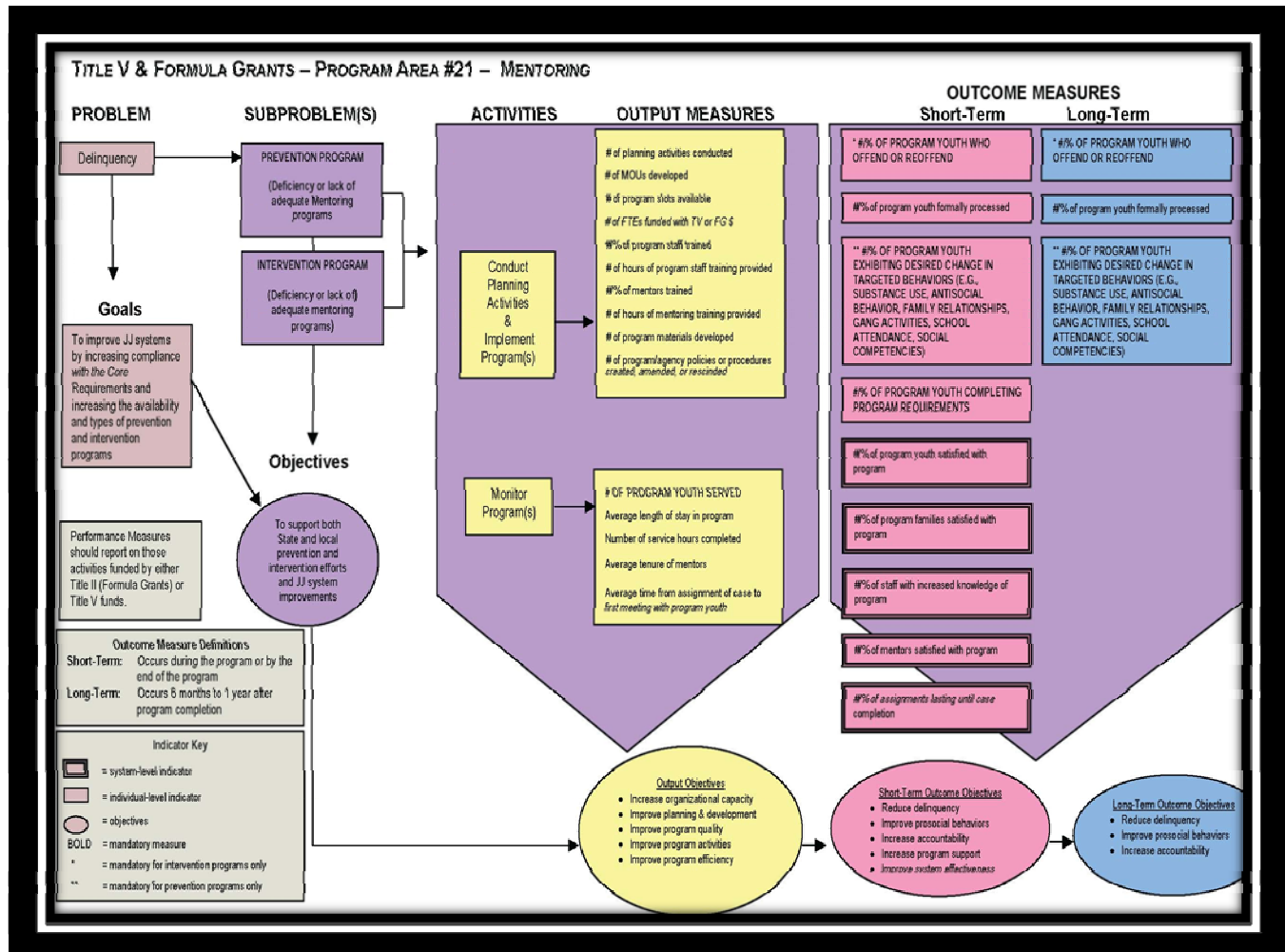
If ... then what...

This process of planning the work based on intended results for the logic model requires that the program administrator consider If I do this... then this may happen. If this... then what...?



Example of OJJDP Mentoring Logic Model

From the Office of Juvenile Justice and Delinquency Prevention Programs, here is a sample model of what a logic model may look like based on Mentoring.



Other Office of Juvenile Justice and Delinquency Prevention (OJJDP) Program

http://www.dsgonline.com/Program_Logic_Model/titlev_pm.htm

EXERCISE 1.2

- Take 1 hour and develop a logic model for your agency program. Work with members from your agency.
- Identify program, problem, resources, activities, outputs, outcomes, and impacts
- Also consider how you plan to track your program's success

(Use handouts to guide your work)

Data Collection & Analysis

Any assessment works as long as they measure what you want it to measure and show consistency in data collection. Then it is important to find methods to analyze your data and disseminate it using reports regularly.

- **Needs and Risk Assessments** are often forms to gather information over time and qualitative analysis procedures are used to assess the relationship between each other.
- **Pre and Post test** for participants are often very viable quantitative and mixed method approaches that can help to inform programs based on effectiveness and satisfaction. (evaluations)
 - Survey Monkey™, regular questionnaires, and other methods are popular
- **Focus groups**
- **Panel Discussions**
- **Surveys**
- **Exit evaluations**
- **Suggestion boxes**

Data Analysis

Designate someone or a unit to serve as your main assessor. This person will identify tools and resources such as statistical software or programs and methods to continually assess your growth and progress. However, to effectively assess and analyze information, you must know what you want to know and outline these and track progress. If you know what you want early in the process your data collection mechanism can support this and analysis would be easier.

EXERCISE 1.3

30 minutes to develop at least 3 strategies to collect data to assess your program and draft a plan for analysis

Review and Closure

- Your thoughts on what you learned?
- Do you think you achieved what you came to achieve?
- Think about your expectations at the beginning did you meet them?
- What will you do upon your return?

Sources

- Allen, D. T., Eby, T. L., & Lentz, E. (2006).Mentorship behaviors and mentorship quality associated with formal mentoring programs: Closing the gap between research and practice. *Journal of Applied Psychology* 91(3), 567–578
- Bloom, M., Fischer, J., & Orme, J.G. (2003). *Evaluating practice: Guidelines for the accountable professional*. (4th Ed.) Boston, MA: Allyn & Bacon
- Miller, L. R. & Olds, M. B. (2002). Lessons learned in developing and implementing a program assessment. In T. J. Engel (Ed.) 18, (2) pp. 217-224.
- W.K. Kellogg Foundation (2004). Logic model development guide. Battle Creek, Michigan.
<http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

Handouts

PROGRAM ASSESSMENT

Handout 1

Logic Model Planning Template

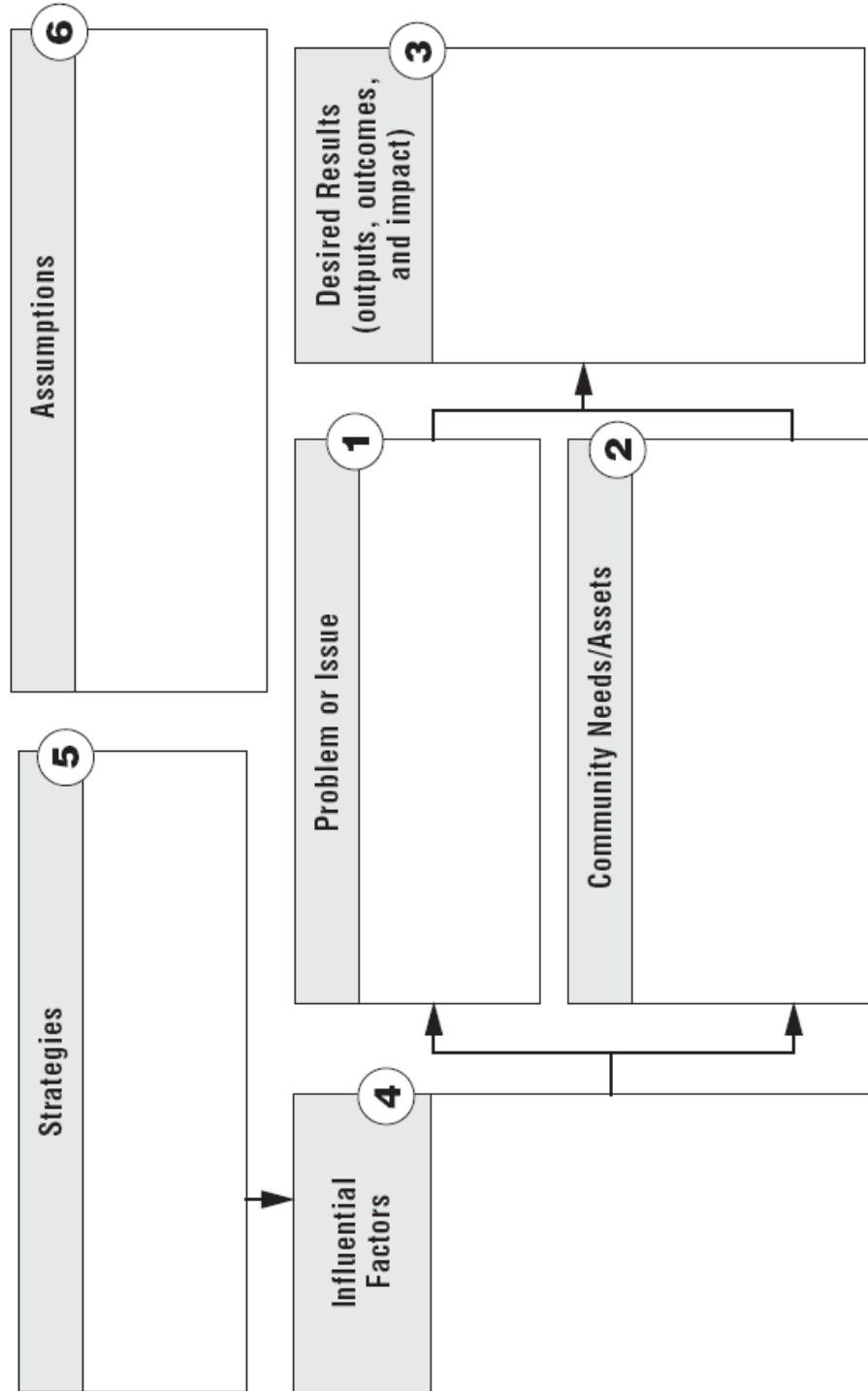
Logic Model Development Program Implementation Template – Exercise 1 & 2

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years:	We expect that if accomplished these activities will lead to the following changes in 7–10 years:

Handout 2

Logic Model Development Implementation Template

Logic Model Development
Program Planning Template – Exercise 3



Handout 3

Evaluation Planning Template

Logic Model Development
Evaluation Planning Template – Exercise 4

Evaluation Focus Area	Audience	Question	Use

Handout 4

Logic Model Indicators Template

Logic Model Development Indicators Development Template – Exercise 5

Focus Area	Question	Indicators	Technical Assistance Needed			

Handout 5

Program Assessment Checklist

For progress toward results quality criteria

Exercise 1 Checklist

Progress Toward Results Quality Criteria – 1		Yes	Not Yet	Comments/ Revisions
1.	A variety of audiences are taken into consideration when specifying credible outputs, outcomes, and impacts.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Target participants and/or partners are described and quantified as outputs (e.g. 100 teachers from 5 rural high schools).	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Events, products, or services listed are described as outputs in terms of a treatment or dose (e.g. 30 farmers will participate in at least 3 sessions of program, or curriculum will be distributed to at least 12 agencies).	<input type="checkbox"/>	<input type="checkbox"/>	
4.	The intensity of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher-risk participants warrant higher intensities).	<input type="checkbox"/>	<input type="checkbox"/>	
5.	The duration of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher-risk participants warrant longer duration).	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Outcomes reflect reasonable, progressive steps that participants can make toward longer-term results.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Outcomes address awareness, attitudes, perceptions, knowledge, skills, and/ or behavior of participants.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Outcomes are within the scope of the program's control or sphere of reasonable influence.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	It seems fair or reasonable to hold the program accountable for the outcomes specified.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	The outcomes are specific, measurable, action-oriented, realistic, and timed.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	The outcomes are written as change statements (e.g. things increase, decrease, or stay the same).	<input type="checkbox"/>	<input type="checkbox"/>	
12.	The outcomes are achievable within the funding and reporting periods specified.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	The impact, as specified, is not beyond the scope of the program to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	

Handout 6

Posing Questions for Quality Criteria checklist

Theory into Action Quality Criteria	Yes	Not Yet	Comments/Revisions
1. Major activities needed to implement the program are listed.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Activities are clearly connected to the specified program theory.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Major resources needed to implement the program are listed.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Resources match the type of program.	<input type="checkbox"/>	<input type="checkbox"/>	
5. All activities have sufficient and appropriate resources.	<input type="checkbox"/>	<input type="checkbox"/>	

Posing Questions Quality Criteria	Yes	Not Yet	Comments/Revisions
1. A variety of audiences are taken into consideration when specifying questions.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Questions selected are those with the highest priority.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Each question chosen gathers useful information.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Each question asks only one question (i.e. "extent of X, Y, and Z") is not appropriate).	<input type="checkbox"/>	<input type="checkbox"/>	
5. It is clear how the question relates to the program's logic model.	<input type="checkbox"/>	<input type="checkbox"/>	
6. The questions are specific about what information is needed.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Questions capture lessons learned about your work along the way.	<input type="checkbox"/>	<input type="checkbox"/>	
8. Questions capture lessons learned about your program theory along the way.	<input type="checkbox"/>	<input type="checkbox"/>	

Handout 7

Evaluation checklist

Posing Questions Quality Criteria	Yes	Not Yet	Comments/ Revisions
1. A variety of audiences are taken into consideration when specifying questions.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Questions selected are those with the highest priority.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Each question chosen gathers useful information.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Each question asks only one question (i.e. "extent of X, Y, and Z") is not appropriate).	<input type="checkbox"/>	<input type="checkbox"/>	
5. It is clear how the question relates to the program's logic model.	<input type="checkbox"/>	<input type="checkbox"/>	
6. The questions are specific about what information is needed.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Questions capture lessons learned about your work along the way.	<input type="checkbox"/>	<input type="checkbox"/>	
8. Questions capture lessons learned about your program theory along the way.	<input type="checkbox"/>	<input type="checkbox"/>	

Establishing Indicators Quality Criteria		Yes	Not Yet	Comments/ Revisions
1.	The focus areas reflect the questions asked by a variety of audiences. Indicators respond to the identified focus areas and questions.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Indicators are SMART—Specific, Measurable, Action-oriented, Realistic, and Timed.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	The cost of collecting data on the indicators is within the evaluation budget.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Source of data is known.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	It is clear what data collection, management, and analysis strategies will be most appropriate for each indicator.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Strategies and required technical assistance have been identified and are within the evaluation budget for the program.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	The technical assistance needed is available.	<input type="checkbox"/>	<input type="checkbox"/>	

Exercise Three Checklist		Yes	Not Yet	Comments/ Revisions
1.	The problems to be solved/or issues to be addressed by the planned program are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	
2.	There is a specific, clear connection between the identified community needs/assets and the problems to be solved (or issues to be addressed).	<input type="checkbox"/>	<input type="checkbox"/>	
3.	The breadth of community needs/assets has been identified by expert/practitioner wisdom, a needs assessment and/or asset mapping process.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	The desired results/changes in the community and/or vision for the future ultimately sought by program developers are specific.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Influential factors have been identified and cited from expert/practitioner wisdom and/or a literature review.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Change strategies are identified and cited from expert/practitioner wisdom and/or literature review.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	The connection among known influential factors and broad change strategies has been identified.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	The assumptions held for how and why identified change strategies should work in the community are clear.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	There is consensus among stakeholders that the model accurately describes the proposed program and its intended results.	<input type="checkbox"/>	<input type="checkbox"/>	



Mentor Recruitment

Best Practice Training



MENTOR RECRUITMENT: BEST PRACTICE TRAINING

Goal: Provide a one-day youth mentoring “Mentor Recruitment” best practices training focusing on the development of a mentor recruitment strategy. Participants can learn and reuse the information immediately in their programs.

Targeted Audience: This training, designed for program managers and program administrators working with juvenile offenders or the general community.

Objectives:

This best practice training is expected to:

1. Provide a comprehensive presentation of the most recent research on recruiting volunteers and, in particular, recruiting mentors.
2. Educate on 4 key issues of 1) volunteering if asked by someone they know, 2) use of mentor recruitment ambassadors, 3) groups more likely to volunteer: baby boomers, members of faith community, college students, and high school students, and 4) changes in beliefs of same-sex and same match mentoring.

At the end of the training participants will:

1. Have been exposed to recent research by the Corporation for National and Community Service underscoring that people will volunteer if they are asked by someone they have an existing relationship with.
2. Have interacted in a series of hands-on activities to conceptualize the relevance of the new research on their own program; identify target audience and develop a strategy to recruit that audience through people they already know.
3. Have been exposed to recent research on use of Mentor Recruitment Ambassadors.
4. Have participated in a series of hands-on activities to develop specific approaches to create a network of mentor recruitment ambassadors their program.
5. Have learned about four groups of people -- baby boomers, members of the faith community in the neighborhoods where the youths are residing, college students, and high school students well-suited for the role of mentoring juvenile offenders
6. Have developed strategies to engage members of each of the four groups as mentors.
7. Learn of specific models to effectively engage college students in ways that serve the program and avoid disappoint with their apparent lack of commitment or long-term involvement.
8. Have been exposed to research evidence that underscores the contribution of same-sex and same-race matches to the development of effective mentor-mentee relationships.
9. Have explored challenges in the recruitment of male and minority mentors and issue of cultural competency in the case where women are mentoring boys and whites are mentoring nonwhites.

10. Have explored best practices for targeted recruitment of males and minorities and create a specific strategy for their own programs, based on the profile of their desired mentors.

Trainer Information ... Each training package includes:

- Power Point w/ noted embedded
- Pre- and post test,
- Cited references for articles and
- Supplemental materials used in the development and/or as part of the training.

MENTOR RECRUITMENT BEST PRACTICE TRAINING

The idea of using specific strategies and methods to recruit mentors is necessary because without its effective use, the number of persons available to mentor -- to sustain a program for its life-time -- dwindles. Also programs must prepare for the fact that mentors may move on after a year or two of commitment and they must be replaced to sustain the program.

Therefore the purpose of this training is to help program managers learn how to effectively recruit mentors for the population they serve.

Let's begin...

It is always important to start any training off with a context exercise to better understand the cognitive process behind mentor programming success. This exercise is titled "Your Board of Directors". Every good not-for-profit organization has a group of people they call their board of directors that guides the work the organization does. In many cases, they may come from the general community. Their roles may be to oversee hire and fire, give the executive director of the organization a body to consult with in regards to the programs, budget, and finances of the organization among other aspects. In essence this is the group of people the Director turns to, to determine if the opinions, views, or ideas he/she has makes sense and would propel the growth of the organization/agency.

Just as this happens for organization, successful individuals have their own board of directors. They have persons or people they believe and trust in that can guide them to make successful choices or decisions. They consult with them regularly via informal meetings, dinners, lunches, family time, emails, exercise, movies, and hang-out times so on. They use many of the regular modes of communicating in life. The object of mentoring is to increase the number of members on the offender's board of directors.

In mentoring a large part of its success and recruitment rests on the relationship and communication but also the trust between the organization and those that are affiliated with it. This trust also transcends to the relationship between the mentee and the mentor and those around them. However, it is rare that the agency or organization is a part of the soon-to-be mentor's board of directors. Therefore it is important to determine, cognitively how this relationship can be fostered before the pitch for a partnership could be fostered and eventually nurtured for a life-time or at least the program's duration.

EXERCISE 1

Title of Exercise: **Developing your Board of Directors**

Items needed:

- 2 Pk index cards (100) or 50 regular 8 x 11 sheets cut into half
- Pens/pencils/markers (anyone)
- Large table
- Some knives
- Any fruit can be used. Such as a mango (big), watermelon, cantaloupe, pumpkin are good choices)
- Bring in one expert on any of the fruit to demonstrate how to cut and prepare the fruit for serving

Directions:

- Take 5 pieces of paper
- On each sheet jot down the name of someone whose opinions matter to you
- Then at the bottom rate on a scale of 1-10 with 10 being '*very likely*', how likely you are to try something if that person were to ask you to try it.
- Put the papers aside
- Then join 1 of each of the two groups to model how to cut up and share a local fruit
- Merge the two exercises and discuss your impressions

Questions to guide your discussion:

- What did you think of the expert? Did he/she do a good job? Did they do exactly what you do at home? Would you follow their way? What's your rationale for doing so?
- Would you add someone like this to your board of directors?
- What would you say if we told you we made it up and the person was not an expert? How would you feel?
- What type of people did you put on your board of directors? (I.e. successful people, doctors, lawyers, family members, teachers, professors, legislators, court judges, pastors, politicians)
- What specific skills or assets did they showcase to you that made you feel that they were good enough to be on your board of directors?
- In other words, what were your criteria for selection (# of yrs, education, proximity to you, access, availability, their responses in the past, etc?)

Overview: Discuss with the group that overall, when preparing to recruitment mentors, think about how they feel being approached and trusting people. Allow them to understand that mentors will want criteria and they will need to have criteria to determine the best fit. In addition, the agency must also spend time assessing through interview, screening, or assessment, who else is on the mentor's board of directors to ensure they are a good fit for mentees. However, despite putting all this in place they must be cautioned that sometimes those that operate like experts may not always be. They may be imposters and persons not effectively fit to guide the mentees.

STRATEGIES TO EFFECTIVELY RECRUIT MENTORS

Research on Mentor Recruitment

As the use and value of having mentors work with juveniles begins to get more credence there is more and more research to support what we do. The Corporation for National and Community service on mentors has spent some time researching what works best in recruiting mentors for success.

- Mentoring is continually viewed as important to juvenile success in creating bonds to school, community/society, and self
- Primary deterrent to juvenile delinquency
- New research from various organizations
 - OJJDP Juvenile Mentoring Programs
 - Corporation for National and Community Service on mentors
 - National Network of Youth Ministries

Key points from mentoring best practices

- *Race and culture concerns.*
 - An insidious misconception is that the mentoring of ethnic minority is that they can only be mentored by minority mentors.

- ***Awareness of potential gender differences.***
 - The notion of gender biasness and conflict should not be ignored. One should not assume a mentee's preference or be judgmental in this respect.
- ***Be realistic and practical in selection.***
 - Good mentors recognize that the time and resources they may allocate to mentoring are limited as such they minimize the potential for over indulgences.
- ***Clarification of expectations.***
 - Effective mentors are explicit when it comes to defining and clarifying their own expectations and those of the mentee.
 - Prior to committing to a mentorship clarification of expectations regarding how the relationship will look and what it will incorporate.
- ***Be aware of conflict or dysfunction.***
 - Good mentors understand that not all mentorships will be successful. They accept that in spite of their best efforts and attention, they will be poorly suited to mentor certain participants.
- ***Initiating relationships.***

Other findings

- Based on OJJDP's JUMP (Juvenile Mentoring Programs) programs - 1996
 - 7,515 youth
 - 6,163 mentors
 - 6,362 matches

Defined mentoring as programs that

- “provide a forum for volunteer adult mentors to develop supportive relationships with at-risk youth to help them succeed through their childhood and adolescent years” (p.1)

Findings at evaluation

- Mentoring

- Reduce violence, gang involvement, school dropout
 - Improve academic performance and Positive development
 - But proof of its effectiveness is just being measured – need for continuous evaluation
- Special time must be invested for cross race and gender matches

MAKING THE APPROPRIATE MATCH

- Must consider ...
 - Same-gender
 - Same-culture/race
 - Same past circumstances/situation/neighborhoods
- These types of matches provide the best outcomes for the youth overtime
- Create better understanding of the youth
- But these may not always be available so consider what will happen if matches are different

Cross Gender matches

- Female mentors see significantly less improvement when paired with boys compared to same-sex matches on...
 - Staying in away from drugs and alcohol
 - Avoiding fights
 - Staying away from gangs
 - Not using knives and guns
 - Avoiding friends who start trouble

Novotney, Mertinko, Lange, & Baker (2000) p.5

Cross Race matches

Mentors with race and ethnicity differences from their mentees also see significantly less improvement with their mentees in ...

- Staying in away from drugs and alcohol
- Avoiding fights
- Staying away from gangs
- Not using knives and guns
- Avoiding friends who start trouble
- ALSO in class attendance

- BUT when same race – saw better understanding
- Challenges in recruiting males and minority mentors
- Must teach cultural competency to mentors who will work with cross race/culture and gender group
- Esp. women mentoring boys
- Increase in girl offenders (Novotney, Mertinko, Lange, & Baker (2000) p.5)

Other points about Cross Race/Culture matches

What is clear when it comes to cross race/culture matches however is that with more uses of cultural competence and diversity training measures in mentoring programs, same culture matches are as successful as cross culture matches. This is largely the case when the mentoring program itself stresses long-term mentoring of at least 12 months, requests frequent contact (at least 1 hour a week); and focuses the mentoring on the juvenile's needs. These efforts will foster a positive perception of mentoring relationship making the culture of the person doing the mentoring somewhat irrelevant (Jekielek, Moore, & Hair, 2002). Jekielek (2002) and colleague warn that a lot of time is lost in making a match when too much time is invested in finding the perfect race/gender/culture matches for mentees.

This is also a concern because mentees would prefer to have a consistent, caring, and involved mentor of any race/culture or gender who cares about them and their success compare to a mentor who is absent but of the same race or gender. The result is that the mentee suspects the mentor-mentee relationship and continues to stereotype the failed mentor to be “just like” others they know and typify the mentor's behavior.

A point of clarification however is that research shows that particularly when it comes to education, college outcomes and motivation, and school related activities for mentees the race, culture, and gender of the mentor does not matter as long as they consistently receive the support needed (Jekielek, Moore, & Hair, 2002). For mentees who have very limited or almost non-existent support systems and resources simply having someone to care is what counts.

Note: Jekielek and colleagues work is cited here as best practice because they conducted a study reviewing research based and non-experimental research based programs to determine their results.

CULTURAL COMPETENCE

With the previous discussion on race and culture it is important to include a short section on the importance of cultural competence and suggest ways of building this into all mentoring programs.

To lend credence to the process of understanding cultural competence the National Association of Professionals (NASW) standards

(<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>) and definition of cultural competence is used via a framework of person-in environment for assessment. This is because it provides a nationally accepted way of responding to cultural competence.

First let's define culture and then competence and what is expected when the two merges. According to the NASW, culture is defined as an "integrated pattern of human behavior including thoughts, communications, actions, customs, beliefs, values, and social group" (NASW, 2000b, p.61).

On the other hand, competence is defined by the same source – NASW – as "having the capacity to function effectively within the context of culturally integrated patterns of human behavior as defined by the group".

Brining the two terms together helps to define **Cultural Competence** as a way of how we continuously learn to merge ways of behaving when working with different persons, groups, and entities in various settings. NASW defines this process of cultural competence as "a process by which individuals and systems respond respectfully and effectively to people of all cultures, languages ...[using] a set of congruent behaviors, attitudes, and policies that come together in a system or agency to enable the system, agency, or professionals to work effectively in cross-cultural situations" (NASW, 2000b, p.61).

Putting cultural competence into practice

Cultural competence requires professionals to:

- Continually strive to increase their professional knowledge and skills and to apply them in practice
- Provide services and represent themselves as competent only within the boundaries of their education, certification, and professional experience
- Exercise careful judgment to take responsible steps to use skills only within your competence level to ensure least harm and protection of client in your care
- Value the worth of individuals, families, and communities and protect and preserve the dignity of each especially those at-risk or in underrepresented groups
- Transform knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes to use in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997)

Standards for Cultural Competence in Social Work/Human Service Practice

Standard 1. Ethics and Values

Professionals shall function in accordance with the values, ethics, and standards of their profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness

Professionals shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge

Professionals shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills

Professionals shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5. Service Delivery

Professionals shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy

Professionals shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce

Professionals shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education

Professionals shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity

Professionals shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership

Professionals shall be able to communicate information about diverse client groups to other professionals.

Prepared by the NASW National Committee on Racial and Ethnic Diversity
Adopted by the NASW Board of Directors June 23, 2001

Resources:

<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

<http://nccc.georgetown.edu/index.html>

<http://nccc.georgetown.edu/foundations/assessment.html>

<http://nccc.georgetown.edu/resources/publicationstype.html#checklists>

STRATEGIES FOR EFFECTIVE MENTOR RECRUITMENT

Novotney, Mertinko, Lange, & Baker (2000) suggest ...

1. Forming a partnership with a business (staff and leave time)
2. Recruiting from churches or other established entities (congregation or fraternal orders)
3. Establish various forms of mentoring structures (i.e. mentor-mentee clusters and meeting in groups rather than just in dyads)
4. Use program staff as initial and on-going informal mentors
5. Word-of mouth – rely on staff, current, and past participants

Overview:

1. Businesses with large staff may be willing to give leave time for their staff to mentor per month and participate in mentor activities. This may build staff morale, context, as well as appreciation for their own work and colleagues.
2. Churches often have congregation members that want to volunteer in the community, mentoring is a good and flexible option for them to work with the youth despite their age.
3. Creating more avenues for mentees to build independence and relationships with several and many good role models and persons they can go to other than just their primary mentor. This also aids in avoiding burn-out and responding to trauma appropriately while providing consistency in the values that mentoring enforces.

There are four factors when attempting to recruit mentors.

4 Key Issues in Recruitment

- 1) Mentors volunteer if asked by someone they know or have a relationship with
- 2) Use of mentor recruitment ambassadors
- 3) Groups that fill the areas identified previously: Baby boomers, members of faith community, college students, and high school students, and
- 4) Changes in beliefs of same-sex and same match mentoring can encourage larger pool of mentors

Therefore if you anticipate that your program will run for more than 6 months, the suggestion is to ensure that you are recruiting volunteers or soon-to-be mentors that has someone close that they know and are enjoying what they do so much that they are willing to go out and also recruit others for you.

Secondly, we often over use the same types of mentors over and over. They eventually get burned out and cannot give the time or the resources we want them to give to the offenders. Therefore it is suggested that we explore groups that are ready and often willing to serve as mentors through their work, social groups, and or service organizations such as baby boomers, the faith based communities, college students, and even high school students.

Four Groups of people well-suited to mentor offenders

- baby boomers – retired or may have time
- members of the faith community in the neighborhoods where the youths are residing,
- college students, and
- high school students well-suited for the role of mentoring juvenile offenders (see section below that elaborates on this population)

Working with High School Students as Mentors

There is much about mentoring of all sorts in the literature. However there are only a few studies that specifically look at the long-lasting value of using high school students as mentors. For the purpose of using the most up-to-date and well research information, a current report of late 2008 by Herrera and colleagues is used.

The report highlights that high school students are well-suited as mentors particularly for working with others their age or younger because of:

Well suited because...	
	<ul style="list-style-type: none">▪ Young; active▪ Extensive exposure to and experience with children▪ Had previous mentoring experience▪ Involve mentee in decision making more than adults do▪ Can engage early with mentee and build rapport▪ Can aid mentee in school related tasks and academics▪ Can spend the same or more time with mentee▪ Are great at providing social acceptance for mentee▪ Great at assisting mentee in building assertiveness

However there are some strong caveats and preparations that must be put in place to make the use of high school mentoring effective

Concerns...	
	<ul style="list-style-type: none">▪ Developmental maturity▪ Lack of consistency in attendance and meetings▪ After received credit for work stopped attending▪ Less likely to carry out match▪ Difficulty in establishing clear and consistent boundaries▪ Cannot provide much guidance on: college expectations, grades, parent-youth relationships, classroom effort, positive social behavior, and classroom misbehavior

Recommendations to put in place when using high school mentors:

1. Outlining parameters for mentoring
2. Allow for frequent interactions with staff so the mentor can feel a part of the process too
3. Use natural strengths of the student
4. Train them to understand the importance of consistency
5. Provide them with opportunities to interact and learn from other mentors
6. Use group setting where you can but make sure to have support
7. Provide significant communications channels with personnel and directors
8. Provide a minimum of 2 hour pre, post, and on-going training support
9. Involve the student before their senior year
10. If provide class credit ask for work to be accomplished before credit is awarded
11. Consider mixing both types of adult and high school or college mentoring to enable cross group learning and influence on practices

OTHER Strategies for Mentor Recruitment

Recognizing that mentors too, have their reasons for doing what they do. These factors should guide your selection and assessment in recruitment. Mentors often are people who ...

- Want to help and make a difference
- Enjoy time with others
- Have grown children
- Want to spend time with younger children
- Have children living at home but want to learn how to better understand them
- Want to determine career path
- Want to give something back
- Come from similar experiences or neighborhoods

USING MENTORS AS RECRUITMENT AMBASSADORS

A recruitment ambassador is someone who understands the mentoring process, commitment, and has had positive and negative successes in mentoring themselves and are willing to actively share that with others and recruit new mentors. In this way you also foster relationships and the soon-to-be mentor is recruited by someone they know, trust, and have formed a valuable relationship with. This also helps when there are challenges experienced by new mentors as it reduces the burden on staff.

Research on use of Mentor Recruitment Ambassador suggest:

- Concept not new but new to mentoring
- People that know and value the concept of mentoring and willing to recruit at least 5 other persons to be mentors for children. 1-5 ratio
- The more mentor recruitment ambassadors you have the better and more sustainable your program will be over time
- More so, mentors will be recruited by people they know thereby ensuring that they will at least try the program and then the experience will keep them coming back

What's Different with college Students?

College students are often the most accessible with free time, resources, and eagerness to learn and contribute. As much as they are willing and eager many of them are untrained themselves, immature, and lack the appropriate decision making skills to do a lot of adult-like activities on their own. As the use of technology and the focus of their lives shifting to balancing a job and school this level of maturity is changing. What is also changing is that they are also looking for meaningful activities to enhance the quality of their lives and others beyond their homes and that of their parents. As a result they are a unique group of people to use and recruit as mentors.

However when recruiting them they require more specificity in details, commitment, and supervision. The lack of these may result in program managers and mentors being disappointed in their selection and match. Some suggestions to make this work well and have long-term commitment include ...

- Provide continuous training

- Offer opportunities for them to debrief with peers or others like them in online forums, blogs, emails, or in-person social gatherings
- Award their work and commitment at each milestone
 - Recognize their work both at the staff and administrative management level
 - Clear expectations – provide specific time-dated job descriptions
 - Identify immediate supervisor
 - Ask to document what is done and what is learned when mentoring
 - Teach them how to mentor:
 - teaching them how to avoid over involvement and commitment,
 - How to avoid burnout
 - Help them explore difficult scenarios before it happens
 - Provide venue for them to share current challenges and experience from mentoring
 - Get them to sign a commitment contract of at least 1 year

Please note that some of the same concerns for the use of high schoolers as mentors are true for college students as mentors.

Recruitment Closing Points

As we come to the end of this section on Recruitment be reminded that the more training, handouts, tools, and opportunities you give to the mentor to learn how to effectively offer pre-release planning to the offender, develop structured re-entry plans, and ways to work with difficult behavior and institute interventions to see long-term normalization of behavior overtime, the better the success of the program will be. This is hard to do in the beginning but they may be criteria to determine success as well as when the mentor asks what you expect of them when working with the mentor, you can articulate a plan and provide guidance or worksheets and or training.

A lot of this could be determined early in your Recruitment Plan. A worksheet follows to give you ideas and time to work on what may be in such a plan of action. In doing this away from the training, you may want to get past mentors and mentees to assist you with developing an effective plan and one that is somewhat accident proof based on theirs and your past experiences.

Some assumptions you want to avoid:

- Do not make assumptions about the mentor's background. Get a copy of a CV or resume and related works (i.e portfolio, books, articles, research, etc.)
- Do not make assumptions about what the mentor may or may not know, especially in the areas of writing – assess and access prior skills
- Be aware of signs of non-recognition
- Be aware of current culture and trends and ways to keep your program alive and current
- Do not assume that you have connected and created meaningful relationships until you assess the match with both the mentee and mentor and at times the community.
- Spell out clear rules of social engagement early and get them to sign a code of conduct
- Model what you want and share examples of what it looks like
- Do not assume they have places to meet – create some until they create their own
- Do not assume wealth – teach about how to operate in different social / economic classes (See 2 handouts at the end of this section that can help)
- Do not assume they know how to cope – offer coping strategies -- tell them at recruitment

MENTOR RECRUITMENT PLAN

Program Purpose / Program Goal

Program Resources/ Program Timeframe and Anticipated Results

Key contact Persons: _____

1 - Target audience 1 - (church, college, ex-offenders, baby boomers, general community, organizations or agencies, fraternities or other such groups, Executives, Service groups (Rotary etc.) etc.)

- ***1.1 Strategy for Recruitment (Recruitment Ambassadors etc.)***
- ***1.2 Strategy for Engagement***
- ***1.3 Implementation Timeframe***

2 - Target audience 2 – (church, college, ex-offenders, baby boomers, general community, organizations or agencies, fraternities or other such groups, Executives, Service groups (Rotary etc.)

- ***2.1 Strategy for Recruitment (Recruitment Ambassadors)***
- ***2.2 Strategy for Engagement***
- ***2.3 Implementation Timeframe***

3 - Plan to apply concept of recruitment ambassadors

3.1 Strategy to create network of mentor recruitment ambassadors
3.2 Implementation timeframe

4 - Plan to apply concept of same and cross race and gender dynamics

4.1 Strategy to recruit males and minorities for your program
4.2 Implementation timeframe

5 - Plan and strategy for cultural competence

Plan for working with college-aged students (if identified as one of your target audience)

6 – Three anticipated challenges and plans to meet them

Challenge #1: _____

Plan to respond to challenge

Challenge #2: _____

Plan to respond to challenge

Challenge #3: _____

Plan to respond to challenge

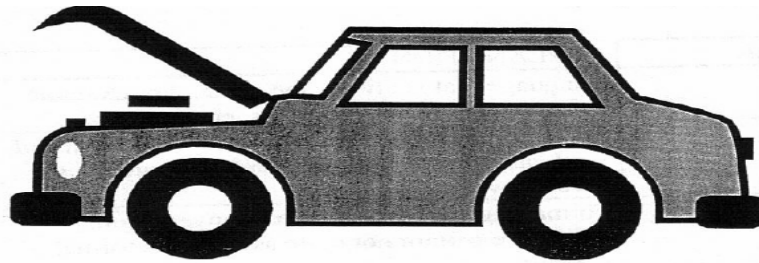
Sources

- Allen, D. T., Eby, T. L., & Lentz, E. (2006). Mentorship behaviors and mentorship quality associated with formal mentoring programs: Closing the gap between research and practice. *Journal of Applied Psychology* 91(3), 567–578
- Davis, P., & Donald, B. (1997). *Multicultural counseling competencies: Assessment, evaluation, education and training, and supervision*. Thousand Oaks, CA: Sage.
- Herrera, C., Kauh, T.J., Cooney, S.M., Grossman, J.B., & McMaken, I. (2008, September). *High school students as mentors: Findings from the big brothers big sisters school-based mentoring impact study*. Philadelphia: Public Private Ventures.
http://www.mentoring.org/downloads/mentoring_1201.pdf
- Jekielek, S., Moore, K.A., & Hair, E.C. (2002). Mentoring programs and youth development: A synthesis. *Children Trends*. <http://www.childtrends.org/files/MentoringSynthesisFINAL2.6.02Jan.pdf>
- Karcher, M.J. (2005). The effects of school based developmental mentoring and mentors attendance on mentees' self-esteem, behavior, and connectedness. *Psychology in the schools*, 42, 65-77.
- Novotney, L.C., Mertinko, E., Lange, J., & Baker, T.K. (April, 2000). Juvenile mentoring program: A progress review. *OJJDP juvenile justice Bulletin*.
- Payne, R.K. (2001). *A framework for understanding poverty* (Revised Ed.). Aha Process Inc.
- Toppe, C. Glombek, S. Kirsch, A., Michael, J. & Weber, M. (2002). *Engaging youth in lifelong service: Findings and recommendations for encouraging a tradition of voluntary action among America's Youth*. Washington, DC. Independent sector.

Handouts

MENTOR RECRUITMENT

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norm of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and history most important. Decisions made partially on basis of tradition and decorum.
EDUCATION	Valued and revered as abstract but not as reality.	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	Noblesse oblige.
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	Sees world in terms of international view.
LOVE	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
DRIVING FORCE	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.



COULD YOU SURVIVE IN POVERTY? Put a check by each item you know how to do.

- _____ 1. I know which churches and sections of town have the best rummage sales.
- _____ 2. I know which rummage sales have “big sales” and when.
- _____ 3. I know which grocery stores’ garbage bins can be accessed for thrown-away food.
- _____ 4. I know how to get someone out of jail.
- _____ 5. I know how to physically fight and defend myself physically.
- _____ 6. I know how to get a gun, even if I have a police record.
- _____ 7. I know how to keep my clothes from being stolen at the Laundromat.
- _____ 8. I know what problems to look for in a used car.
- _____ 9. I know how to live without a checking account.
- _____ 10. I know how to live without electricity and a phone
- _____ 11. I know how to use a knife as scissors.
- _____ 12. I can entertain a group of friends with my personality and my stories.
- _____ 13. I know what to do when I don’t have money to pay the bills.
- _____ 14. I know how to move in half a day.
- _____ 15. I know how to get and use food stamps or an electronic card for benefits.
- _____ 16. I know where the free medical clinics are.
- _____ 17. I am very good at trading and bartering.
- _____ 18. I can get by without a car.



COULD YOU SURVIVE IN MIDDLE CLASS? Put a check by each item you know how to do.

- ____ 1. I know how to get my children into Little League, piano lessons, soccer etc.
- ____ 2. I know how to properly set a table.
- ____ 3. I know which stores most likely to carry the clothing brands my family wears.
- ____ 4. My children know the best name brands in clothing.
- ____ 5. I know to order in a nice restaurant.
- ____ 6. I know how to use a credit card, checking account, and savings account and I understand an annuity. I understand term life insurance, disability insurance, and 20/80 medical insurance policy, as well as house insurance, flood insurance, and replacement insurance.
- ____ 7. I talk to my children about going to college.
- ____ 8. I know how to get one of the best interest rates on my new car loans
- ____ 9. I understand the difference among the principal, interest, and escrow statement on my house payment.
- ____ 10. I know how to help my children with their home-work and do not hesitate to call the school if I need additional information.
- ____ 11. I know how to decorate the house for the different holidays.
- ____ 12. I know how to get a library card.
- ____ 13. I know how to use the different tools in the garage.
- ____ 14. I repair items in my house almost immediately when they break – or know a repair service to call it.

EXERCISES

MENTOR RECRUITMENT

Exercise 2.1 – Time: 1 hour

Directions: First spend a couple minutes conceptualizing the relevance of the new research on your own program;

- Get copies of your program’s mission, purpose and goal. Then review your program’s purpose and goals. When reviewing see what you can carve out in regards to a job description or criteria of what your program organizers were looking for. This may include type, skill set, time commitment, supervisor, duties, resources, and measurement of success
 1. Note: Make sure to include a gender, race, culture, experiences you are anticipating the person to have or skills you want them to possess. This will help you determine if the match meets your needs.
- Identify your main target audience (church, college, baby boomers etc.)
- Develop and spell out 2 strategies to recruit the audience through people they already know. (i.e. Recruitment ambassadors)

Criteria:

#1

#2

#3

#4

#5

Details

Age range: _____ Gender/Culture: _____

Time Commitment: _____

Skill set needed:

#1

#2

#3

Anticipated Duties:

❖ -

❖ -

❖ -

Who they would report to: _____

Resources:

Measurement of Success:

Assessment/Other

Exercise 2.2 – Time: half hour

Directions: Develop specific approaches to create a network of mentor recruitment ambassadors for your program – with agreed upon implementation timeframe

Strategic Approaches to create Network of Recruitment Ambassadors

Implementation Plan w/ goal-oriented timeframes

Exercise 2.3 – Time: 1 hour

Directions: Develop 2 strategies to engage members of the target groups you chose as mentors. Make sure to determine an implementation plan and timeframe

Four Groups more likely to mentor

1. Baby boomers (may include their organizations of work or service)
2. Members of faith community
3. College students
4. High school students

Strategies to engage members of target group chosen

Target Group1: _____

Strategies to engage:

1)

2)

3)

Implementation Plan with Timeframe

Strategy1:

Strategy2:

Strategy3:

Target Group2: _____

Strategies to engage:

1)

2)

3)

Implementation Plan with Timeframe

Strategy1:

Strategy2:

Strategy3:

Other Notes of Concerns about implementation (i.e. Resources, budget, staff etc.):

Exercise 2.4 – 1½ hours

Directions: Develop a plan to recruit males and minorities;

Note: Despite agreeing to work with males or minorities you still have to devise a plan for how you will get persons to represent and work across same or different cultures, gender, education (college students) etc.

- ⊙ Therefore you must also create a plan to train your mentors in cultural competency
- ⊙ In this program discuss how you will deal with anticipated challenges

Plan to recruit males and minorities

Resources:

Who will help and with what? Who will contact them for help and by when?

Where will I find males and minorities?

What time is best to work with and recruit them?

What will they expect from the agency and from me?

What is ready for me to give or present to them?

What do I need to develop to present or give to them?

--

What will I have to put in place for the long-term to keep them interested and mentoring?

Remember to work on your cultural competency plan and build it into your mentor training

Bringing it all Together

- Combine all your plans together for a mentor recruitment plan for your agency -- be ready to share with larger group
- Ask one other colleague that does similar work or a program trainer to critique your plan of action for mentor recruitment



Mentor Match & Retention:

Best Practice Training



MENTOR MATCH & RETENTION:

Best Practice Training

Goal: Provide a one-day youth training on “**Mentor Match & Retention**” best practices training.

Targeted Audience: This training, designed for program managers and program administrators, working with juvenile offenders.

Objectives:

This best practice training is expected to:

1. Provide in-depth coverage of three strategies – 1) effectively preparing the volunteers for their mentoring experience, 2) making appropriate matches between the mentors and the mentees, and 3) providing enough ongoing support for the mentors during their tenure with the program.
2. Educate and shift focus on model approaches from evidence-based mentoring programs
3. Offer interactive activities to work through difficult scenarios

At the end of the training participants will have:

- Generated a list of the top ten reasons mentors drop out of their programs
- Crafted a comprehensive strategy for mentor retention for each of the ten reasons identified
- Developed ten approaches to implement upon their return to their program
- Considered ways to incorporate opportunities for mentors and mentees prior to determining mentor-mentee matches, in group settings to increase the likelihood that the matches will turn into meaningful relationships.

Trainer Information ... Each training package includes:

- Power Point w/ notes embedded
- Pre- and post test,
- Cited references for articles and
- Supplemental materials used in the development and/or as part of the training.

OVERVIEW

1. Three strategies to effectively match and retain mentors

- a. Effectively preparing the volunteers for their mentoring experience,
- b. Making appropriate matches between the mentors and the mentees, and
- c. Providing enough ongoing support for the mentors during their tenure with the program.

Mentoring is important to many people but 'why' is often vague and different for each mentor. For instance this Retired law abiding CEO. His story is a different context than most as to why mentoring is important.

On the other hand, this 25 year inmate serving a life sentence for murder longed for a mentor because of what he did not have; another experience of mentoring.

CONTEXT EXERCISE

Title of Exercise: **Assumptions and Expectations**

Items needed: one bag or jar; participants will provide

Directions:

- Take any 1 personal item and put it in the bag
- Then take one item, that is not yours, from the bag
- Spend 3 minutes crafting 10 things you think you can assume about the person from that one item
- Then mix n' mingle to find the person who owns the item you chose
- Spend the same 5 minutes talking with them about their life. See if your assumptions were correct without really asking them
- Then go back to your seat and we will discuss the experience and the assumptions aloud

Overview:

This exercise is important for all of us to start from a common context. It allows us to learn about how we make assumptions, what other people think of us, and why appropriately matching mentors with mentees take more than one time interviews. It takes the building of a relationship. This is also why it is best that when you use mentor ambassadors and persons that already know the mentors that the relationships are suspect to last longer.

Virtually every important decision I've made about our corporate future had its origin in what I learned from people I respected. Some decisions took me along a lonely path, others created fiscal chaos, but most resulted in success. In the end, however, my destiny was tied not to chance, but to choice—the choice people made to reach out and influence me.

— J.C.K., 67 year-old Retired Chief Executive Officer

I don't know if it was the same for others. When I came home from school, my parents were at work. When they did come home, they had little time for me. They expected me to handle everything. They didn't understand. I wish I had someone to talk to who really knew what I was going through. I had dreams. I had hopes. I had fears. I was just a kid. What were my choices?

— K.D., 25 year-old Inmate (Serving a life sentence for murder)

My father drank and knocked me around. He worked different jobs, but was home when I got back from school. I didn't like coming home without my mom being there, but she worked full-time as a housekeeper. One day my dad got mad because I didn't want to get smokes for him. He kicked me and broke my rib. As soon as my mom got home she drove me straight to my grandfather's house. I hardly knew him, because he lived on the reservation. I was only eight, but she told me I was going to live there for a while. My parents were both Crow. They never talked about their Indian life. My grandfather was full of stories, legends, and songs. He taught me traditions and customs that were part of my ancient heritage. I learned I was one of the First People on Earth. I think my parents felt shame about it. Kids at school called me "apple pie"—red on the outside and white mush inside. I didn't know what that meant until my grandfather, Running Wolf, explained how the whites and Crows divided up the world. The whites settled for prejudice, while the Crows settled for wisdom. He also taught me about healing plants, respecting the earth, and my inner life. My pain and my mother's anguish brought me to this place, but my grandfather taught me that without the wind's resistance, the eagle would never fly.

— C.R., 24 year-old Information Technology Specialist

Common stories as to 'why' mentoring works

Achieving the Future: The Role of Mentoring in the New Millennium

August, 1999

Also see copy of OJJDP magazine on mentoring in Resources of this manual.

PREPARING VOLUNTEERS FOR MENTORING EXPERIENCE

There are many types of mentoring but the most common are natural and intentional mentoring. The natural mentoring mimics that which we often expect in mentoring for the mentors to be kind, be there for the mentee, guide them through life and assist them in positive decision making. This person takes on some of the responsibilities of the caring community person, parent, role model, or family friend.

However, not everyone is ready and willing to play these roles and do that for a long time. Therefore the intentional mentoring works great for many young professionals, staff, or college students who mentor. Therefore the intentional mentoring offers the opportunity to provide the same guidance but in a more structured relationship such as using life plans and mentor contracts.

Determining Types of Mentoring

Natural Mentoring – *easy and long term -24/7*

- share experiences,
- act as role model,
- discuss goals/dreams,
- listen, offer feedback,
- mediate, problem-solve

Intentional Mentoring – *time dated/purposeful*

- task and activity oriented,
- time dated,
- formal, deliberate, planned

The process of preparing persons that have volunteered to mentor effectively requires several steps. They are not in any particular order but each must be done for the relationship to be intentional, planned, and to achieve the goals of both parties so the mentor come back to do it again.

When this process is undertaken however, the mentor must be willing to be honest in the assessment and verbalize when the match does not work effectively and be willing to move on to another person or away from the mentor-mentee relationship

Offer training or orientation sessions to determine need and fit

In the sessions...

1. Screen potential mentors (predators, psychological problems)
2. Allow time for mentors to learn about themselves
3. Evaluate talents – good & bad
4. Learn how to ask good questions
5. Assess own experiences (leaning, how it was used, failures)
6. Learn how to act in role of mentor – not to become dependent
7. Learn how to assess needs of mentee
8. Learn how to withdraw when match is not productive
9. Have open and honest first meetings
10. Learn about expectations from agency and mentee
11. Meet mentee and draft mentor/mentee contract
12. Review and assess commitment level
13. Determine peer and mutual interaction
14. Plan out concrete benefits
15. Learn of agency support systems in place

4 Areas of work for Intentional Mentors

As intentional mentoring is not the same as natural mentoring the areas of work must be clear. This will help to assess competence in specific areas as well as appropriate match with mentor and mentee. These four factors can also be used to assess mentors before match is made.

- Most mentoring of at-risk juveniles require intentional mentoring
- Career, Competence, Character, Choices
 - Developing Career
 - Gaining Competence
 - Building Character
 - Making Choices

Tips for first meeting

The first meeting with the mentee is the hardest therefore giving some tips as to what to explore is always an effective way to make sure the relationship gets off to a good start.

Review...

- Relationship goals
- Process of communication
- Information sharing with others (unless required by law)
- Creation of a life plan (dreams/ hopes with timeframe)
- Commitment/responsibilities
- Relationship logistics – ground rules
- Boundaries (lending money, sex etc.)
- Dealing with conflict and manipulation
- Preparing for and dealing with Termination

Questions for Mentors

Some key questions that mentors may want to answer to give mentees and agency personnel about who they are and what they want to achieve includes...

- The most important role in my life is...
- My free time is spent...
- One thing I would like people to know about me is ...
- Some of the strong points I bring to mentoring are...
- My biggest concern about becoming a mentor is...
- Most important thing I hope to achieve is ...
- Most important thing I hope my mentee achieves is...
- Positive qualities and behaviors showcased by influential people in my life that demonstrate a healthy positive mentoring approach are ...

Agency's Role in providing Ongoing Support

Despite the relationship takes place between the mentee and the mentor, the agency's role is crucial in being their when the duo needs assistance, guidance, and support that is beyond the both of them. Efforts like these make the mentoring relationship less stressful and offer opportunities for fostering a great long-lasting relationship.

To make it all work agencies must...

1. Have a person to coordinate program
2. Person must have ability and skill to establish program, screen, recruit, prevent, respond, and resolve conflict
3. Offer ongoing support to mentors of all kind - varying times
4. Conduct relevant and timely training
5. Determine and make appropriate match based on pre-determined criteria
6. Use best practices to guide decisions
7. Understand and respond to the needs of both mentors and mentees over time
8. Know how to work with groups and dyads

MAKING APPROPRIATE MATCHES

In addition to having a structure to the relationship, offering training options, and spelling out how the relationship may work in advance to the mentor, appropriate matches rely on a screening and assessment process.

Screening (Corporation for National & Community Service)

Examples of questions you may want to ask include:

- Why do you want to participate in the program?
- What do you expect to gain from the experience?
- Why do you think you would make a good mentor to a young person?
- What are some of your goals/dreams for your future?
- What kinds of experiences have you had being around younger kids?
- How do you solve problems?

Guide to Screening and Background Checks

- Seems genuinely interested in being involved in the program
- Exhibits good communication skills (would they be able to communicate with their mentee effectively?)
- Understands what it means to be a peer mentor to a younger youth
- Is self-confident and can express some skills they would bring to the program

Resources on screening

<http://www.edmentoring.org/pubs/screening.pdf>

<http://www.nationalservicerresources.org/taxonomy/term/159>

The U.S. Department of Education Mentoring Program's Guide to Screening and Background Checks

<http://www.edmentoring.org/pubs/screening.pdf>

Screen mentor for ...

- Availability
- Long-term Commitment
- Motivation
- Psychological problems
- Rationale for wanting to mentor now
- Criminal Background

- Valid Driver's license
- Illnesses (TB test)
- References
- Drug Usage
- Employment
- Personality flaws etc.

Assess for appropriate fit with mentee based on:

- Same gender, culture
- Same neighborhood, circumstances etc.
- Needs and availability
- Career, competence, character, or choice strength
- Organization practices and mission
- Educational level for training

SAMPLE SCREENING POLICY

Board Approval Date: _____

Revision Date: _____

It is the policy of the [Name of Program] that each mentor and mentee applicant completes a screening procedure. All staff members must be trained and required to carefully follow the screening procedures. At minimum, the following screening procedures are required for mentor and mentee applicants. Program staff must ensure that each applicant completes these established minimum screening procedures:

Mentor Screening Procedures

- Attend mentor orientation.
- Complete written application.
- Complete personal interview.
- Check three references.
- Check driving record and gain copy of current insurance coverage.
- Check criminal history: state criminal history, child abuse registry, sexual offender registry. Same checks must be performed in all states resided in as an adult.
- Attend pre-match training session.

The decision to accept an applicant into the program will be based upon a final assessment done by program staff at the completion of the mentor or mentee screening procedure. The program coordinator has final approval for an applicant's acceptance into the program. No reason will be provided to mentor applicants rejected from participation in the program prior to the criminal history records check. The staff will follow the Federal Credit Records Act and provide any disqualifying negative report and its source to the applicant. All checks done by third party vendors fall under the FCRA and must follow its dictates, as well as any state regulations.

All mentors are expected to meet the eligibility criteria. However, extenuating circumstances may be reviewed at the discretion of the program coordinator and acceptance may then be allowed with written approval of the executive director and representative of the board of directors when all eligibility requirements are not clearly met. These instances are expected to be rare.

Documentation of the screening process must be maintained for each applicant and placed in confidential files.

Reprinted with permission from *Generic Mentoring Program Policy and Procedure Manual*, National Mentoring Center, 2004. Online at: www.nwrel.org/mentoring/publications.html

MENTOR MATCHING

Some key points presented from best practices: (Also noted in recruitment)

- ***Race and culture concerns.*** A grave misconception is that the mentoring of ethnic minority persons can only be done by other minority mentors. However, this is not necessarily the case when one considers academic and school related development. Same sex and same culture matches are as successful as cross culture, race, and sex matches.
- ***Awareness of potential gender differences.*** The notion of gender biasness and conflict should not be ignored. One should not assume a mentee's preference or be judgmental in this respect.
- ***Be realistic and practical in selection.*** Good mentors recognize that the time and resources they may allocate to mentoring are limited as such they minimize the potential for over indulgences.
- ***Clarification of expectations.*** Effective mentors are explicit when it comes to defining and clarifying their own expectations and those of protégés. Prior to committing to a mentorship clarification of expectations regarding how the relationship will look and what it will incorporate.
- ***Be aware of conflict or dysfunction.*** Good mentors understand that not all mentorships will be successful. They accept that in spite of their best efforts and attention, they will be poorly suited to mentor certain participants.
- ***Initiating relationships.***

BEST PRACTICE WITH AT-RISK OFFENDERS

1. Begin relationship in a pre-release program
2. Use cognitive behavior change/interpersonal skills curriculum based program
3. Conduct effective needs, risk, and assets assessments
4. Offer long-term focus and process
5. Use Program graduates
6. Use intensive Case Management
7. Strong, reliable system partners
8. Offer aftercare/Wrap-around support services
9. Build on Cultural Competence
10. The mentoring spirit

Rockefeller Foundation, 2002

1. When working with at-risk youth their success is contingent on one-on-one sessions with a case manager working with them for at least one to two years building a relationship. They are more likely to stick to such change if they have invested substantial time during incarceration or detention.
2. The goal is really about helping the youth in the mentoring program to change his thinking process and thereby make changes in the behavior therefore cognitive behavioral approaches help to get at the root causes of unhealthy mentality and explores self, life, identity, and self-esteem issues among others.
3. Assessments should do more than determine when and if the youth will make more mistakes. It provides a look into who the person is and what services need to be provided to help them succeed effectively.

4. No quick fixes. It took a while for them to learn and act the way they do so time must be invested to undo this process. Most effective programs invest at least 18 months with a youth through in and out of detention services. Recognize also that there will be set backs and these are the times the youth will need you the most.
5. When working with at-risk youths, past graduates work well as mentors.
6. Case management for each youth is imperative to their success and progress. It helps them develop life plans, assess needs, and attain the resources they need to see their plans to fruition. Small case loads are important to make these work well – ideal 15 - Case management must include: Risk and Needs Assessment, Life Plan development, contact with each youth, 2x weekly contact, brokering of services, weekly update of case files, regular stakeholder conference, and submission of monthly reports.
7. Expectations and need for partners must always be stated clearly because having strong and reliable system partners are what help make the transition for the youth viable.
8. Services from all entities in the youth's life must be a part of helping them transition. Inclusive of: mentoring, transportation, housing, employability training, job placement, drug treatment, mental health therapy, education assistance, etc. MOUs between agencies are recommended.
9. Despite looking like they are the same as other youth, most at-risk youth have to deal with the history of their own families and the challenges of being disadvantaged. It is important to understand their culture even if that is hip hop and gangster life.
10. Best summed up “youth rise and fall to the level expected of them” (p.15). Mentors must see the youth for who they are and believe in them for them to succeed, regardless of circumstances.

RETAINING MENTORS

Retaining quality mentors is an organizations second most important job after getting them to volunteer and be committed to your cause. However, if mentors are good and effective it means that they are often busy and volunteering in many other ventures. Therefore it is essential that organizations can effectively manage on their own and rely on the mentor only as a support for the task they have been asked to do.

For instance there are times that volunteers or mentors are asked to step in as back-up staff, researchers, mediators for other mentees and their mentors, trainers, and many other duties because they are effective at it. Sadly, despite how involved the mentor gets and how much they enjoy the work, they will eventually get burnt out and begin to look for compensation in some way or the other.

Thus structure mentoring programs with sufficient resources for the mentor not to feel as if their volunteering is not a “life or death” situation where they are carrying the organization and the juveniles on their shoulders.

Structure
mentoring
programs with
sufficient
resources for the
mentor not to
feel as if their
volunteering is a
“life or death”
situation where
they are carrying
the organization
and the juvenile
on their
shoulders.

Provide adequate opportunities for them to

- Take breaks.
- Give them no more than 2 mentees to assist unless they ask for more but provide resources to support them.
- Offer them the opportunity to work in teams so that someone else, in the case of emergencies, can step in for them and the mentees will have a larger support system to call upon when mentee is unavailable.
- Provide resources on weekends and evenings and electronically for mentors to access on '*their*' time rather than the organization's time (often 9-5, M-F).
- **Always have an administrative assistant to help coordinate mentors requests in a timely manner.**

Retaining Mentors

The goal to mentor retention is similar to that of other relationships. If persons feel happy, appreciated, and they see success, they continue the process. Therefore programs must

- Know what motivates mentors and keep motivating them
- Reward, acknowledge, and celebrate the process
- Offer opportunities for the burden to be shared
- Allow for staffing of cases that include mentors
- Develop and get mentors to sign a contract
 - Aspects to include in mentor contract...
 - Purpose of agreement

- Minimum qualifications
 - Terms of service
 - Position description
 - Role (s) mentor
 - Benefits
 - Rules of Conduct and consequences for violation (illegal behavior, abuse, high risk behaviors, political affiliations, religious instruction, etc.)
 - Confidentiality limits (maintaining records, consultations, information database etc.)
 - Release from terms of service
 - Grievance procedures
 - Amendments
 - Authorization
 - Signatures
- Keep both mentors and mentee to contract and upon completion allow for a break

What really counts in retaining mentors

- Motivation
- Celebration
- On-going Training on...
 - Managing burn out
 - How to get designates
 - Time management (with personal life, family, and work/school)
 - Maintain agency contact with mentor (Sending postcards)
 - Debriefing sessions (via blogs, chats, in-person etc.)
 - Recruitment of other mentors
- Hearing about their success (being praised by management and staff)

OTHER ASPECTS TO PUT IN PLACE

1. Teaching about change
2. Strategies for arriving at solutions
3. Problem-based learning as a technique to use with mentee
4. Interviewing techniques (demonstrate)
5. Explaining case management process
6. Explaining their roles
7. Understanding the law and social welfare
8. Resources available free of charge or deeply discounted
9. Understanding the criminal justice system
10. Knowing and setting appropriate boundaries / art of manipulation
11. Learning how to not be a rescuers
12. Learning on the job
13. Building your own family as stakeholders in the process
14. Recognizing your limits and when to ask for help
15. Preparing for failure as much as we prepare for success

Process to help offenders move from one stage of change to the next

Prochaska, J.O. (1999).

Despite the will to change some juveniles experience challenges in changing. As a mentor it is essential that you understand the stages of change so that you can appropriate recognize and support the stages as the youth goes through them accordingly.

Stages of Change

1. Pre-Contemplation – does not intend to change any time in the next 6 months
2. Contemplation – intend to change in the next 6 months
3. Preparation – ready to take action in the immediate future (next month)
4. Action – made specific modification to behavior or lifestyle in last 6 months
5. Maintenance – works to prevent relapse of old behavior.
6. Termination – have no temptation to go back to pass behavior or lifestyle

Common factors as you move through change

- Low expectations
- Poor therapeutic alliance
- Confronting strategies
- Mastery strategies
- Self-change attributions for progressing

Principles of Change

Principle #1: The pros of changing must increase for people to progress from pre-contemplation

Principle #2: The cons of changing must decrease for people to progress from contemplation to action.

Principle #3: The pros and cons must “cross over” for people to be prepared to take action.

Principle #4: The “strong principle” of progress holds that to progress from pre-contemplation to effective action, the pros of changing must increase one standard deviation.

Principle #5: The “weak principle” of progress holds that to progress from contemplation to effective action, the cons of changing must decrease one half deviations.

Principle #6: Particular processes of change need to be matched to specific staged of change

EXERCISE

Spend just about 2 hours generating and crafting responses to each of the aspects identified in an effort to develop a plan that will work for your agency. Be honest with yourselves and consider the use of a logic model (resources, activities, outputs, outcomes, impact) or aspects of it to guide your work appropriately.

Items needed:

- Paper
- Pens
- Ideas

Directions:

- Generate a list top 10 reasons mentors drop out of programs
- Craft a comprehensive strategy for mentor retention for each of the 10 reasons identified
- Develop 10 approaches to implement upon their return to their program
- Consider ways to incorporate opportunities for mentors and mentees prior to determining mentor-mentee matches,
- Explore meaningful match relationships in group settings by draft a mentor and mentee job description
- Think about 1 scenario that was the worst mentor-mentee relationship you experienced brainstorm how you can ensure that does not occur again.

Sources

- Novotney, L.C., Mertinko, E., Lange, J., & Baker, T.K. (April,). Juvenile mentoring program: A progress review. *OJJDP Juvenile justice Bulletin*.
- Oliver, B., & MacRae, P. (2005). *Guide to screening and background checks*. Mentoring Resource Center in cooperation with the US Dept. of Education, Office of Safety and Drug Free Schools. Retrieved from: <http://www.edmentoring.org/pubs/screening.pdf>.
- Prochaska, J.O. (1999). How do people change, and how can we change to help many more people? In M.A. Hubble, B.L. Duncan & S.S. Miller, (Eds.). *The heart & soul of change: What works in therapy?* (pp.227-252). Chapter 8.

RESOURCES

Internet Sites Associated with Mentoring

- **Creative Mentoring**
www.creativementoring.org/
- **Early Childhood Mentoring Alliance**
www.ccw.org/ecmalliance.html
- **Hard@Work**
www.hardatwork.com/
- **International Mentoring Association**
php.indiana.edu/~brescia/ment/
- **International Telementoring Center**
www.telementor.org/
- **Management Mentors**
www.management-mentors.com/
- **Mentor Leadership and Resource Network**
- **Tele-Mentoring over the Net**
www.igc.org/iearn/circles/mentors.html
- **Top References on Mentoring**
www.mentors.ca/topmenbks.html
- www.childtrends.org

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention



Juvenile Mentoring Program: A Progress Review

Laurence C. Novotney, Elizabeth Mertinko, James Lange, and Tara Kelley Baker

As the challenges facing America's youth grow, programs must become more creative in countering the steady stream of negative influences that children face each day. One of the most potentially effective methods is to offer a caring and responsible adult role model who can make a positive, lasting impression on a child. Youth mentoring programs provide a forum in which volunteer adult mentors can develop supportive relationships with at-risk youth to help them succeed through their childhood and adolescent years.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has supported mentoring in a variety of ways, including the SafeFutures Initiative, whose goal is to prevent and control youth crime and victimization, and the State Formula Grants program, many of whose projects offer mentoring as part of their service delivery. However, OJJDP's greatest support for mentoring projects has been through the Juvenile Mentoring Program (JUMP). Part G of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended in 1992 (P.L. 93-415; 42 U.S.C. 5667e *et seq.*), established JUMP. This program provides one-to-one mentoring for youth at risk of delinquency, gang involvement, educational failure, or dropping out of school.

Since the program's implementation in 1996, great strides have been made in enhancing the body of knowledge available about mentoring as a potential intervention for at-risk youth. Information has been collected through an automated JUMP management information system (MIS), intensive case studies, and extensive communication with grantee agencies. Currently, data are available for 7,515 youth, 6,163 mentors, and 6,362 matches.¹

Program Parameters

JUMP guidelines were published in July 1994 to articulate the intent of the legislation and to provide the framework within which the grantee projects should operate.

¹ Although the JUMP legislation supports one-to-one mentoring, a practical consideration for most projects is that they are often able to recruit youth faster than they can recruit mentors. Projects are encouraged to record information on youth as soon as they enroll, rather than waiting until youth are matched with mentors before entering this information into the database. Therefore, this apparent discrepancy in the numbers of youth, mentors, and matches does not mean that projects are not offering one-to-one mentoring. Rather, it indicates that projects may have enrolled youth who have not yet been matched with mentors.

From the Administrator

The support and example of caring adults play a critical role in helping youth at risk for delinquency to overcome the challenges they face. Juvenile mentoring programs are an effective means of providing at-risk youth with the adult assistance and positive role models they require.

Many valuable lessons have been learned since the implementation of OJJDP's Juvenile Mentoring Program (JUMP) in 1996. This Bulletin lists the parameters under which the current 164 JUMP projects operate and describes the scope and methodology of JUMP's ongoing national evaluation.

Preliminary findings from the national evaluation are also provided, including the degree to which youth and mentors were satisfied with the mentoring relationship and whether each perceived any benefit to the youth as a result of participation in JUMP. Both youth and mentors were quite positive when rating their mentoring experiences, which were assessed in such terms as school achievement, abstention from drugs and alcohol, and avoidance of violence.

Mentoring can be used as a primary intervention to prevent delinquency or as a remedial intervention to address it. This Bulletin provides information and additional resources that will enable readers to assess JUMP's merits for their communities.

John J. Wilson
Acting Administrator

The guidelines emphasize the following project characteristics:

- ◆ Grant awards to local educational agencies (LEA's) or to those public or private nonprofit organizations that have clearly defined collaborative relationships with LEA's.
- ◆ Thorough background checks for all volunteer mentors to help ensure a safe environment for each child.
- ◆ Careful assessments of youth and volunteers to establish appropriate matches that maximize opportunities for success.
- ◆ Mentor and project activities designed to enrich and enhance opportunities and experiences for youth.
- ◆ Procedures for gathering and routinely reporting programmatic data to support both internal self-evaluations and a national JUMP evaluation.
- ◆ Establishment of JUMP projects in schools and/or communities in which 60 percent or more of the youth qualify to receive a free or reduced-price lunch.
- ◆ Recruitment of adult (age 21 or older) mentors.

Within these parameters, grantees have developed models for their mentoring projects that are appropriate for the needs of their communities and the youth they serve.

Projects Funded

In 1995, OJJDP announced the availability of combined fiscal year (FY) 1994 and 1995 JUMP funds and competitively awarded 41 grants of up to \$180,000 each for a 3-year period (cohort I) to implement mentoring projects. Another 52 agencies and organizations (cohort II) were awarded JUMP funds of up to \$190,000 with combined FY 1996 and 1997 funds, for a total of 93 JUMP projects. In June 1999, OJJDP announced the award of up to \$210,000 to 71 additional agencies (cohort III), bringing the total number of JUMP projects to 164 in 41 States, the District of Columbia, and the U.S. Virgin Islands (see figure 1).

National Evaluation

Projects that compete for scarce funding need to ensure that they are using their resources in the most efficient and appropriate manner. To determine the specific benefits of mentoring and develop increased knowledge about best practices, Congress included a requirement for cross-site evaluation. A grant to design and implement the evaluation was competitively awarded to Information Technology International (ITI) in 1997. The national evaluation team, which includes researchers from the Pacific Institute for Research and Evaluation and ITI, was charged with increasing the body of knowledge about mentoring as an inter-

vention and with answering questions such as the following:

- ◆ What do youth and mentors perceive to be the benefits of the mentoring relationship?
- ◆ Does mentoring affect school attendance, school performance, and dropping out? If so, how?
- ◆ Does mentoring affect youth involvement in delinquent behaviors? If so, how?
- ◆ What are the various risk and protective factors that JUMP youth face? How does mentoring affect these factors?
- ◆ What are the characteristics of successful youth-mentor matches?
- ◆ How are successful mentoring projects structured? What are some of their characteristics?

The national evaluation team collects information in a common format from all JUMP grantees. This standardized information enables the team to make comparisons and draw conclusions about the practice of mentoring based on the experiences of the 164 existing JUMP projects.

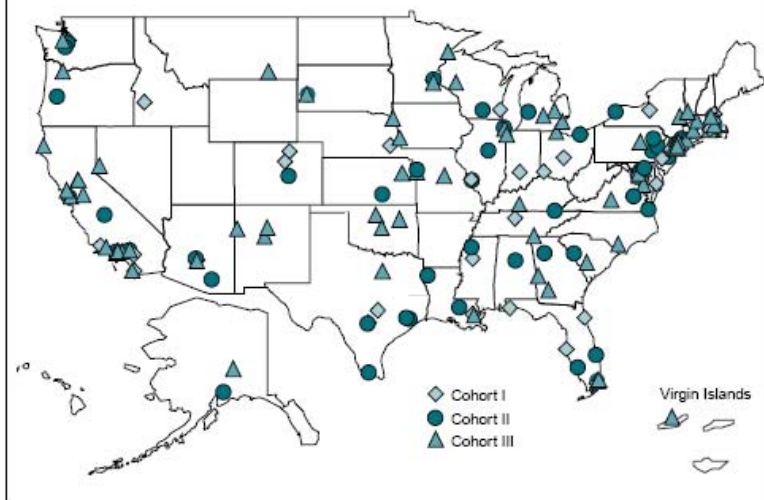
Project Information

The national evaluation team is tasked with collecting information on how mentoring projects across the country offer services to their target populations. To this end, it asked each agency to complete a profile (to be updated annually) that includes but is not limited to the following information:

- ◆ Location of the project (urban, suburban, rural).
- ◆ Gender, ethnicity, and ages of youth served.
- ◆ Gender, ethnicity, employment, and educational status of adult mentors.
- ◆ Procedures for screening and training mentors.
- ◆ Policies for parental permission and participation.
- ◆ Funding sources.
- ◆ Staffing levels.
- ◆ Policies, procedures, and preferences for matching youth with mentors.

These profiles provide the team with the information necessary to determine how the operation of mentoring projects varies across the country and to identify the

Figure 1: Location of JUMP Grantees



types of projects that might work in other communities.

Youth Information

Obtaining information about youth served through JUMP projects is at the core of the national evaluation. The primary purpose of the evaluation is to determine the impact of mentoring on youth who participate in the project. To do this, the national evaluation team must collect information on the youth when they enroll, at regular intervals during the course of the project, and when they leave the project. Because it is believed that mentoring may have a positive impact on school attendance and performance, the evaluation team collects information on the grades, attendance, and school behavior of each youth. Because mentoring may help to decrease involvement in delinquent behaviors and gang activities, the national evaluation team also collects information on the youth's gang involvement and contacts with law enforcement. General demographic information and scores on a standardized risk screening instrument (the *Problem Oriented Screening Instrument for Teens*) allow the team to determine what risk factors are present in the lives of JUMP youth and how mentoring can ameliorate the effects of these risk factors. Finally, the youth are asked to give their perceptions about the mentoring relationship when they leave the project, which helps the team identify the aspects of a youth's life that are affected the most (and the least) by the mentoring relationship.

Mentor Information

The participation of caring adult mentors is vital to the success of JUMP projects. The success of the mentoring relationship is based, in part, on the skills and characteristics of the mentor. Therefore, the national evaluation team collects demographic, education, and employment information about the mentors who volunteer in JUMP projects. Information regarding motivations to mentor and reasons for terminating involvement in the mentoring project is also gathered and analyzed. This helps the team determine the types of individuals that have the greatest potential to develop positive relationships with youth.

JUMP projects have widely divergent philosophies in regard to mentor training and support. The national evaluation team examines how training and support are related to the success of the mentor relationship. Studying the various character-

istics of mentors yields information on how projects can best select, train, and support adults who volunteer for mentoring projects. Mentors are also asked to provide the national evaluation team with their perceptions of the mentoring relationship (the areas of a youth's life in which the mentor felt that he or she had the greatest and the least influence) when they leave the project. A comparison of youth and mentor perceptions of the benefits of the relationship provides valuable knowledge about the differences between these two points of view.

Match Information

A fundamental aspect of any mentoring project is the ability to match youth with compatible mentors so that mutually satisfying relationships can develop. Collecting data on the characteristics of youth-mentor matches allows the team to determine the types of matches that can provide a positive experience for youth and mentors alike. Of particular interest to the national evaluation team are questions such as the following:

- ◆ Are there significant differences in the success of cross-race or cross-gender matches as compared with the success of same-race or same-gender matches?
- ◆ How does duration of the match affect the success of the relationship?

Data Collection

The JUMP national evaluation team has refined its data collection mechanisms to improve the timeliness and accuracy of the information collected. When the evaluation began in 1997, JUMP grantees gathered evaluation information and submitted

it to the team on paper forms. This system was cumbersome, and grantees could not access the evaluation information for internal use. In the summer of 1999, JUMP grantees began gathering and submitting data through an automated JUMP MIS. This system allows grantees to transmit data to the national evaluation team electronically (on disk or via e-mail). Local projects have continuous access to their data, which they can use for self-evaluation, public relations, fundraising, or other purposes. The JUMP MIS also produces a wide variety of reports that grantee organizations can use for program evaluation, for support of applications for continued funding, or for other types of support. In the future, the JUMP MIS will allow OJJDP to continue to gather information in a standardized format from JUMP grantees across the country for ongoing analysis and reporting.

National Evaluation Findings to Date

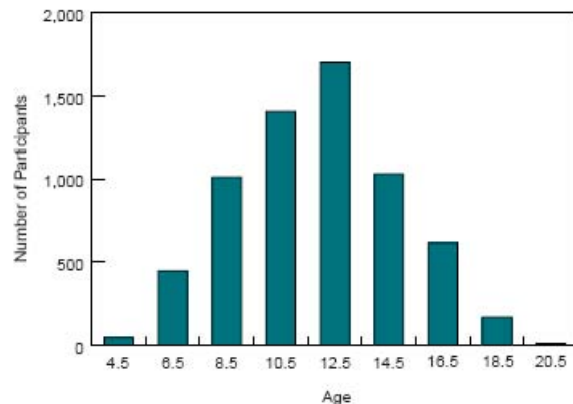
The national evaluation team receives quarterly data from JUMP grantees. The following information is based on data submitted by nearly 90 percent of cohort I and II grantees (projects funded in 1995 and 1997). A more thorough analysis of preliminary data is available in the *1998 Report to Congress: Juvenile Mentoring Program (JUMP)*. Cohort III grantees began submitting data in fall 1999. These data and continuing data from cohorts I and II will enable the national evaluation team to draw more conclusions about JUMP.

JUMP Youth

JUMP projects have reported 7,422 youth enrolled. More than 60 percent of these



Figure 2: Average Age at Enrollment



youth are enrolled in projects that were funded in 1997 (cohort II). As a whole, the projects serve a balanced mix of boys (48.4 percent) and girls (51.3 percent) (0.3 percent of the records do not include gender). Three projects serve only girls and five projects serve only boys. Of the youth who are enrolled, 5,425 have been matched with a mentor at least once.

At the time of enrollment, youth are just under 12 years old on average. However, a wide distribution of ages is represented among the participants (see figure 2). Because it takes time to match a youth to a mentor, the ages at first match are slightly higher than age at enrollment, averaging just over 12 years. The age at second match averages 13.5 years, and the age at third match averages 14.3 years.

JUMP projects serve children of many racial and ethnic backgrounds; a substantial

proportion of the enrolled youth are African American (see figure 3). More than half (55.4 percent of the agencies that reported on enrollment) either serve minority children exclusively or have an enrollment of 10 percent or less of white children. However, two projects serve white children almost exclusively.

Most of the youth enrolled in JUMP projects live in single-parent households. Less than 20 percent are from intact two-parent households (see figure 4). JUMP youth are usually exposed to some risk factors (for example, parental drug or alcohol use, friends who engage in delinquent behavior, or poor grades) and are lacking in protective factors (for example, clear standards and consistent discipline, a sense of social belonging, or realistically high parental expectations for achievement). Of those youth for whom data are available, school and social/family

domains are the most frequent areas of increased risk (see table, page 5).

JUMP Mentors

The volunteer mentors involved in JUMP projects constitute a diverse group. Although many projects try to recruit mentors from the same racial and ethnic groups as the youth enrolled, mentors are most likely to be white females. More than half of the mentors are white (see figure 5), and 62.8 percent are women. In general, mentors are well educated. Of those mentors for whom education information was available, 83 percent had completed at least some college.

Because there are disproportionate numbers of white and female mentors, some African American and Hispanic youth, and some boys, are assigned mentors who are of a different race and/or gender. Genders are matched in 85.1 percent of first matches and ethnicity is matched in 58.3 percent of first matches. When first matches are not of the same race, a white mentor is matched to a nonwhite youth 77.8 percent of the time. Only 4.1 percent of all matches consist of a female youth with a male mentor.

Satisfaction and Perceived Benefits

Although mentoring has been used as an intervention with youth (both formally and informally) for many years, proof of its effectiveness is just beginning to be evidenced by the data. It is logical that if mentoring can support positive youth development, it can also affect progress toward the JUMP goals, namely, reduction in delinquency and gang involvement, improvement in academic performance, and reduction in school dropout rates.

Figure 3: Race/Ethnicity of JUMP Youth

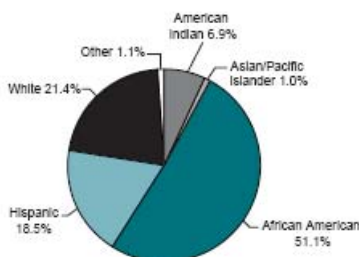


Figure 4: Family Structure of JUMP Youth

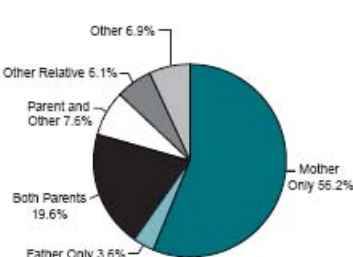
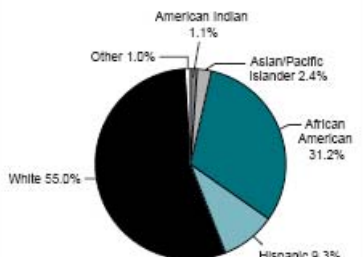


Figure 5: Race/Ethnicity of Mentors



Risk Domains of JUMP Youth

Risk Domain	Percentage of Enrolled Youth*	
	Male (n=3,592)	Female (n=3,807)
School Problems	74.6%	63.0%
School behavior	39.5	23.5
Poor grades	53.6	45.9
Truancy	10.4	9.1
Social/Family Problems	51.7	56.4
Delinquency	17.5	8.5
Fighting	12.8	6.3
Property crime	2.8	0.5
Gang activity	3.0	1.0
Weapons	1.1	0.4
Alcohol Use	3.2	1.5
Drug Use	4.0	1.8
Tobacco Use	2.3	1.9
Pregnancy/Early Parenting	0.2	1.5

*Percentage of total JUMP enrollment for each gender. For 23 youth, no gender was reported in the database.

The JUMP national evaluation will play an important role in expanding the body of information about mentoring. However, some assessments can be made now, such as whether—and to what degree—youth and mentors are satisfied with the mentoring relationship and whether each perceives any benefit to the youth as a result of participation in the JUMP project.

JUMP grantees obtained feedback from youth and mentors using a standardized instrument to ensure consistency in reporting across sites. The results of this data collection are summarized in this Bulletin. A complete discussion of preliminary material is available in the *1998 Report to Congress: Juvenile Mentoring Program (JUMP)*.

Both youth and mentors viewed the experience as positive. Youth and mentors were asked to indicate whether they believed the mentoring relationship helped the youth a little, a lot, or not at all in regard to the following behaviors:

- ◆ Getting better grades.
- ◆ Attending all classes.
- ◆ Staying away from alcohol.
- ◆ Staying away from drugs.
- ◆ Avoiding fights.
- ◆ Staying away from gangs.
- ◆ Not using knives or guns.

- ◆ Avoiding friends who start trouble.
- ◆ Getting along with family.

Both youth and mentors were very positive when rating various aspects of their mentoring experiences, although perceptions of their relationships did not correspond completely.

Match characteristics affected perceived benefits. In 463 cases (265 female mentees and 198 male mentees), the data available allowed researchers to combine, using assigned identification numbers, information received from mentors and youth regarding perceived benefits with corresponding demographic and match characteristics. From these cases, an indication of the perceived satisfaction and benefits could be analyzed with respect to some youth and mentor descriptive characteristics.

The data suggest that boys matched with female mentors and boys matched with male mentors differed somewhat in their perception of the benefits of the mentoring relationship.² Boys paired with female mentors reported that they liked their mentors and felt understood by them to the same degree as boys paired with male mentors. However, boys who were matched with

² Only two girls were matched with male mentors in the subset of data used; therefore, an analysis could not be conducted for matches of girls with male mentors.

male mentors reported greater benefits with respect to avoiding drugs and gangs than did boys matched with female mentors. There were marginally significant differences in reports that mentoring helped youth avoid the use of alcohol and weapons. It is important to remember that these results must be confirmed with more objective data because the reports of perceived benefits by the youth cannot be taken as an indisputable measure of project effectiveness.

Mentor reports differed somewhat from those of mentees. Female mentors paired with boys reported that they observed significantly less improvement than did their male counterparts in the following areas:

- ◆ Staying away from drugs and alcohol.
- ◆ Avoiding fights.
- ◆ Staying away from gangs.
- ◆ Not using knives or guns.
- ◆ Avoiding friends who start trouble.

When youth and mentors were of different races or ethnicities, the mentors reported that they perceived significantly less improvement in the above areas and in class attendance. Mentors paired with youth of the same race or ethnicity reported that they believed they understood their mentee better than those involved in cross-race matches.

The benefit of cross-race and cross-gender matches to youth is an important area for further study. However, it is important to bear in mind that self-report data are subject to various influences that can affect the data's validity; therefore, research using more objective measures is needed. In addition, more sophisticated research designs and analyses are needed to control for potentially confounding variables.

Project-Level Evaluation

While the national evaluation is beginning to answer questions about JUMP as a whole, each project should still conduct its own internal evaluation to answer questions that are relevant to its operations. Project-level evaluation (or self-evaluation) is a vital component of any social service project. It is especially important for mentoring projects because of the unique nature of mentoring as an intervention. By definition, mentoring relationships are quite personal and vary greatly from one match to another. Similarly, mentoring projects differ widely from one another. Finally, because relatively little

mentoring research is available, it is important for projects to integrate ongoing self-evaluation into their activities. Some projects already conduct project-level evaluations because they have staff members who are interested in evaluation results or who have backgrounds in evaluation. However, these projects are the exception. To meet the needs of projects that do not have many evaluation resources, OJJDP developed the *JUMP Self-Evaluation Workbook*. The workbook is designed to guide mentoring projects of any size and with any level of evaluation experience through the process of creating a project logic model, designing an evaluation based on that model, interpreting data, and using evaluation results. The workbook will be distributed to all JUMP grantees later this year.

Site Visits

The foundation of the national evaluation of JUMP is the data provided by grantees. However, recognizing that it is not always possible to gain a complete understanding of projects without seeing them in operation, the national evaluation team completed nine site visits and documented the findings in a series of reports to OJJDP. These visits supplement the information gathered through the national evaluation effort and enhance the understanding of the challenges that projects face and their responses to these challenges.

Participation in site visits was voluntary for JUMP projects. In selecting sites to be invited to participate, the national evaluation team considered the following factors:



- ◆ Size of the project (number of youth served, number of mentors recruited, and number of matches made).
- ◆ Programmatic or service model (type of matches and type of activities).
- ◆ Geographic location.
- ◆ Year funded (cohort).
- ◆ Relationship with LEA (extent and type of support by LEA).
- ◆ Demographics, such as gender and race/ethnicity, of youth served by the project.

A select group of projects representative of the JUMP program were invited to participate in the site visits. These projects were asked to support the team's efforts to interview youth, mentors, and key project staff and supporters by arranging and participating in interviews, facilitating meetings, and providing access to various project documents and records. Projects that participated in the site visits are listed below.

- ◆ **Big Brothers Big Sisters (BBBS) of Northwest Florida, Pensacola, FL.** BBBS affiliate in Southeast using corporate mentors.
- ◆ **City of Madison Mentoring Program, Madison, WI.** Works with youth in two high-risk neighborhoods.
- ◆ **Community Service and Employment Training, Visalia, CA.** Works primarily with migrant youth in a school-based project.
- ◆ **Greater Lawrence Community Action Council (GLCAC), Lawrence, MA.** Project based in a large community action organization.
- ◆ **Ohio Dominican College, Columbus, OH.** College setting that combines one-to-one mentoring with a cluster concept.
- ◆ **Project RAISE, Baltimore, MD.** Enrolled 90 youth in second grade and is following them until high school graduation.
- ◆ **St. John Baptist Church Mentoring Program, Columbia, MD.** Church-based project for African American males.
- ◆ **Valley Youth Foundation, San Jacinto, CA.** Recreation center-based project.
- ◆ **Virginia Department of Correctional Education, Richmond, VA.** Provides mentors to youth in two of Virginia's residential correctional facilities.

The site visits addressed the following topics:

- ◆ Operational procedures.
- ◆ Training procedures.
- ◆ Mentor motivations and expectations.
- ◆ Mentee motivations and expectations.
- ◆ Day-to-day activities.
- ◆ Best practices.
- ◆ Special challenges.
- ◆ Benefits perceived by youth, mentors, and project staff.

The national evaluation team obtained extensive information from the site visits.³ Several of the insights and recurring themes derived from this qualitative information are summarized in the following sections.

Recruitment of Mentors

Many of the projects reported difficulty in recruiting enough mentors to serve the enrolled youth. Male mentors (especially minorities) are in high demand. Projects employed various strategies to enhance mentor recruitment, including the following:

- ◆ **Forming a partnership with a business entity.** The Village to Child Mentoring Program at Ohio Dominican College in Columbus, OH, has formed a partnership with the Defense Finance and Accounting Service (DFAS), Columbus Branch. DFAS is responsible for recruiting and training mentors from among its staff and allows 4 hours of leave from work per month for employees to participate in mentoring activities.
- ◆ **Recruiting from churches or other established entities.** The St. John Baptist Church Mentoring Program in Columbia, MD, recruits mentors from its congregation. In addition, it has begun to recruit from the fraternal and service organizations to which current mentors belong.
- ◆ **Establishing supplemental mentoring structures.** The Village to Child Mentoring Program, described previously, formed mentoring clusters (groups of mentor-mentee pairs) to give youth the opportunity to form relationships with adults other than their primary mentor. At other sites, project staff became informal mentors to youth until one-to-one matches could be made.
- ◆ **Word-of-mouth recruiting.** Nearly all of the projects relied on staff members

³ These findings will be the subject of another report.

and current mentors for recruiting new mentors.

Motivations for Mentors

Because recruitment of mentors is a significant hurdle for most projects, it is important to understand what motivates a person to become a mentor. Following are some primary reasons that individuals give for wanting to become mentors:

- ◆ **A need or desire to give something back to the community.** This was often accompanied by a sense of a shared experience with the youth (e.g., growing up in the same neighborhood or under similar circumstances).
- ◆ **Enjoyment derived from working with youth.** Many mentors reported that they enjoyed the time they spent with youth. Some had grown children and wanted an opportunity to spend time with other young people. Other mentors reported that they currently had children living at home and felt that mentoring helped them better understand and relate to their children.
- ◆ **Career experience.** A specialized subset of mentors, primarily those involved in mentoring projects located in college settings, reported that they volunteered as mentors to determine whether they wanted to work with youth in their future careers.

Use of Funding/Securing Continued Support

Projects relied on various strategies to supplement JUMP funds throughout the life of the grant and to ensure the project's continuation after grant support ended. Most of the projects reported that they used at least part of the JUMP funds to support one or two staff members to run the project, recruit mentors, and perform other administrative functions. All of the projects relied on financial or in-kind support other than the JUMP grant to keep their projects operational. The following types of support were solicited:

- ◆ **Grants from State or local governments or from private foundations.** A few of the grantees were exploring these sources of funding to maintain their projects, while others planned to merge with other agencies or initiatives. The Virginia Department of Correctional Education planned to end its project at the end of the grant period

with the expectation that it would resume under a statewide initiative being considered by the State Senate. The City of Madison Mentoring Project in Madison, WI, planned to incorporate the JUMP project into Dane County BBBS and seek additional funding from the United Way at the end of the JUMP grant period.

- ◆ **Commercial or corporate sponsors to expand programming or provide incentives.** The project run by GLCAC in Lawrence, MA, formed a partnership with United Parcel Service that provided job opportunities for enrolled youth. GLCAC also relied on the Timberland Corporation to provide backpacks, clothing, and other items to use as incentives for students. BBBS of Northwest Florida relied on its relationship with Big Rhino Screen Printing, a local company, to provide employment opportunities and promotional items for special events.

Training and Technical Assistance

OJJDP has identified various areas for training and technical assistance to support the JUMP projects. In 1998, OJJDP competitively awarded a JUMP Training and Technical Assistance grant to Northwest Regional Educational Laboratory (NWREL). Under this agreement, NWREL, in collaboration with BBBS of America and Public/Private Ventures, will develop ongoing training and education programs (designed to identify and reinforce best practices) for JUMP grantees and other mentoring projects. NWREL will also provide onsite technical assistance to JUMP projects. In addition to hosting annual JUMP cluster conferences to promote the sharing of information (the first conference was held in New Orleans, LA, in June 1999), NWREL has also facilitated the selection of mentoring host sites across the country. These host sites are projects that have an identified strength in a particular technical assistance area; they will host regional conferences throughout the year and will be available to serve as resources to other mentoring projects that require assistance. JUMP host sites and their areas of expertise are listed below.

- ◆ **BBBS of Metro Atlanta, GA.** Mentor training, targeted recruitment, cultural/ethnic/socioeconomic issues.

- ◆ **BBBS of New York, NY** (non-JUMP project). Support for mentors, project evaluation.

- ◆ **Boys & Girls Club of the Northern Cheyenne Nation, Lame Deer, MT.** Working with American Indian populations, building community support, training mentor trainers.

- ◆ **Valley BBBS, Phoenix, AZ.** Recruitment, screening, and training of mentors; building community support/coalitions.

- ◆ **Young Leaders Academy of Baton Rouge, LA.** Supervision of matches, parental involvement, targeted recruitment.

Additional Resources

America's Promise—The Alliance for Youth
Alexandria, VA
703-684-4500
www.americaspromise.org

Big Brothers Big Sisters of America
Philadelphia, PA
215-567-7000
www.bbbsa.org

Boys & Girls Clubs of America
Atlanta, GA
404-815-5700
www.bgca.org

Communities In Schools, Inc.
Alexandria, VA
703-519-8999
www.cisnet.org

National Mentoring Center
Portland, OR
800-547-6339
www.nwrel.org/mentoring/index.html

One to One/National Mentoring Partnership
Washington, DC
202-729-4345
www.mentoring.org

The Points of Light Foundation
Washington, DC
202-729-8000
www.pointsoflight.org

Public/Private Ventures
Philadelphia, PA
215-557-4400
www.ppv.org

YMCA of the USA
Chicago, IL
312-977-0031
www.ymca.net

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention

Washington, DC 20531

Official Business
Penalty for Private Use \$300

PRESORTED STANDARD
POSTAGE & FEES PAID
DOJ/OJJDP
PERMIT NO. G-91



Bulletin

NCJ 182209

Conclusion

Mentoring shows great promise as an effective intervention for at-risk youth. Through JUMP, OJJDP not only has helped communities to establish mentoring projects that serve youth directly but also has supported research to enhance understanding of the dynamics of mentoring relationships. Knowledge obtained from the JUMP national evaluation will help future mentoring projects provide effective, pragmatic services to the Nation's youth. As the body of knowledge grows, so does the enthusiasm for mentoring as a way of making a positive and lasting impact on America's youth.

For Further Information

For more information on OJJDP's Juvenile Mentoring Program, contact the Juvenile Justice Clearinghouse (JJC) at 800-638-8736 (phone), 301-519-5600 (fax), or www.ojjdp.ncjrs.org (Internet). JJC also maintains a JUMP Web page (www.ojjdp.ncjrs.org/jump/index.html).

The following OJJDP documents on related topics are available from JJC:

- ◆ *1998 Report to Congress: Juvenile Mentoring Program (JUMP)* (NCJ 173424, 1998).
- ◆ *Mentoring—A Proven Delinquency Prevention Strategy* (NCJ 164386, 1997).
- ◆ *Mentoring for Youth in Schools and Communities—Satellite Teleconference* (NCJ 166376, 1997). The cost for the videotape is \$17 (\$21 if shipped outside the United States).

This Bulletin was prepared under grant number 98-JG-FX-0002 from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

Acknowledgments

This Bulletin was written by Laurence C. Novotney and Elizabeth Mertinko of Information Technology International and James Lange and Tara Kelley Baker of Pacific Institute for Research and Evaluation. They would like to thank OJJDP and the JUMP project staff, mentors, mentees, and families for their cooperation and enthusiasm. They would also like to thank the JUMP projects in Baltimore and Columbia, MD; Columbus, OH; Lawrence, MA; Madison, WI; Pensacola, FL; Richmond, VA; and San Jacinto and Visalia, CA, for sharing their successes and lessons learned during site visits.

Photograph page 3 copyright © 2000 PhotoDisc, Inc.; photograph page 6 copyright © 2000 Gerard Fritz/West Stock.

This manual was developed by Dr. Carolyn Gentle-Genitty for AIM and is the property of the Juvenile Task Force of Indiana. The manual's use is for the training of trainers.